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JUNE, 1945

Number 5

BULLETIN

MEMPHIS STATE
COLLEGE

REGISTER 1944-45

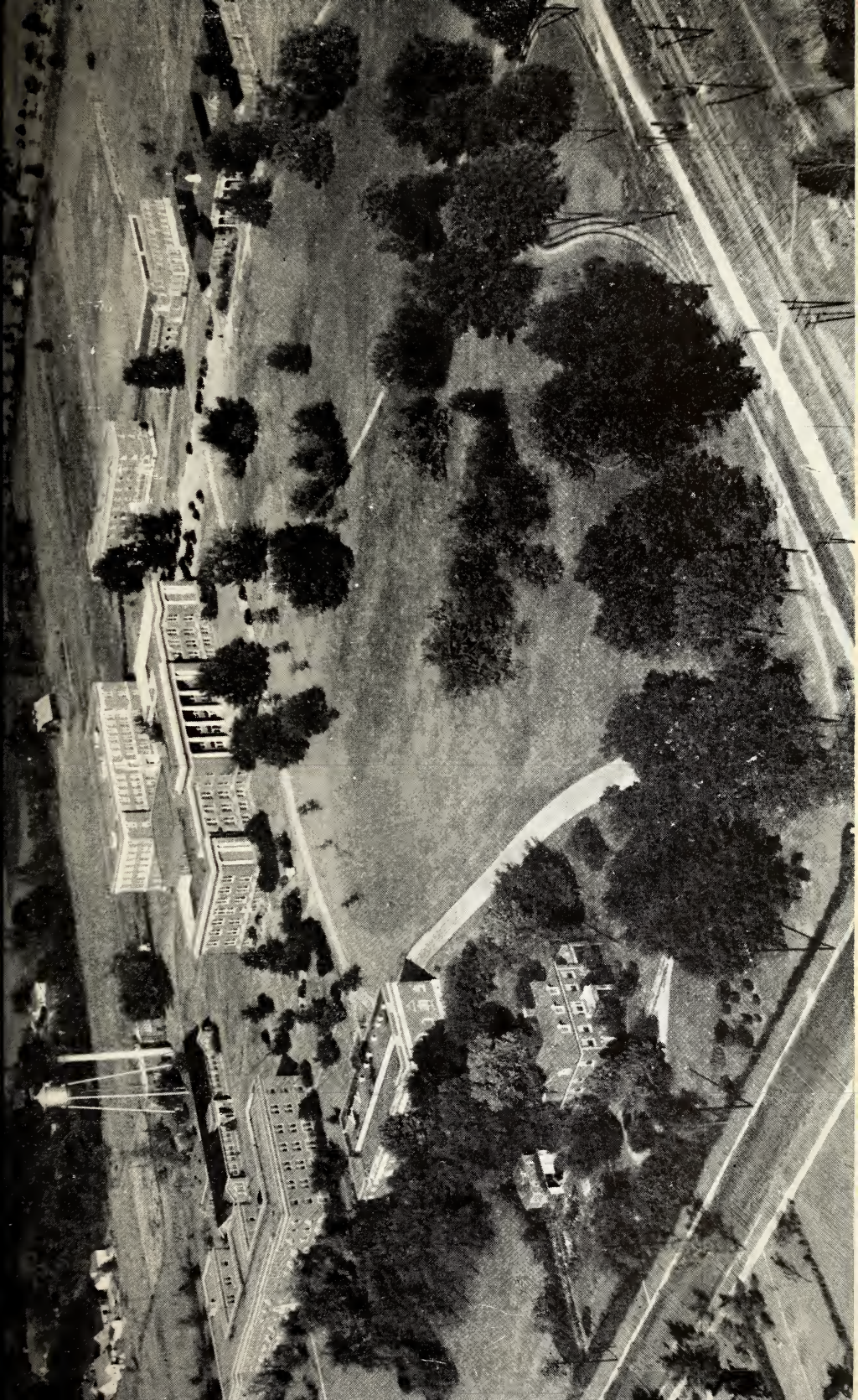
ANNOUNCEMENTS 1945-46

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Classroom
Scenes

Biology

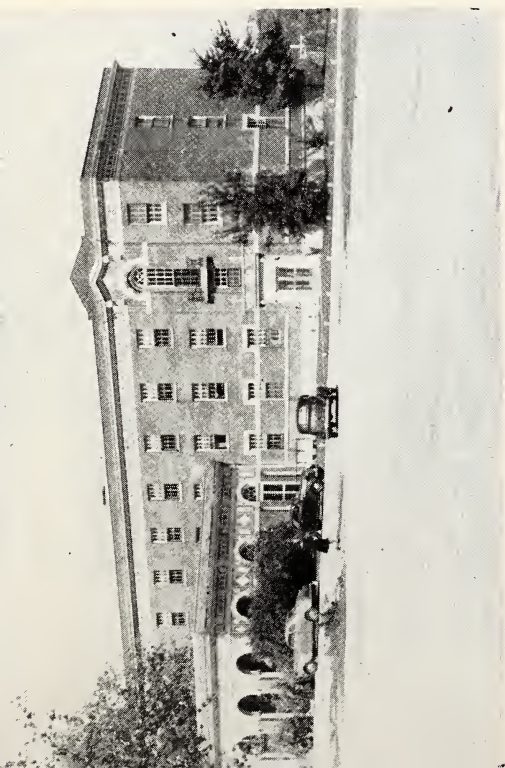


Home
Economics

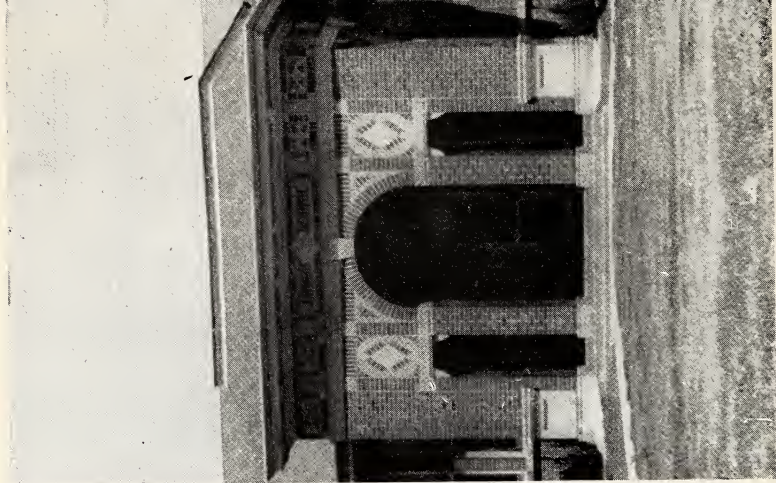


Chemistry

Men's
Dormitory



Women's
Dormitory



Entrance to Cafeteria

MEMPHIS STATE COLLEGE



Member of:

The Southern Association of Colleges and Secondary Schools

The American Association of Teachers Colleges

The American Council on Education

The Tennessee College Association

The Teachers College Extension Association

The Thirty-Fourth Session Will Open

MONDAY, SEPTEMBER 17, 1945

CALENDAR, 1945-46

1945

SEPTEMBER							NOVEMBER						
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COLLEGE CALENDAR, 1945-46

Fall Quarter

September 1—Training School Faculty Meeting.
September 6—Training School Opens.
September 15, 10:00 a.m.—College and Training School Faculty Meeting.
September 17, 9:00 a.m.—Freshman Conference; 11:00 a.m.—Registration of Freshmen.
September 18—Registration of Upperclassmen.
September 19—Classes Meet as Scheduled.
November 29-December 3—Thanksgiving Recess.
December 12-15—Fall Quarter Final Examinations.
December 15—Fall Quarter Ends.

Winter Quarter

January 2—Winter Quarter Begins—Registration.
January 3—Classes meet as scheduled.
March 13-16—Winter Quarter Final Examinations.
March 16—Winter Quarter Ends.

Spring Quarter

March 18—Spring Quarter Begins—Registration.
March 19—Classes Meet as Scheduled.
April 24—Registration, Second Term of Spring Quarter.
May 29-June 1—Spring Quarter Final Examinations.
June 3—Spring Quarter Ends—Commencement.

Summer Quarter, 1946

June 5—Summer Quarter Begins—Registration.
June 6—Classes Meet as Scheduled.
June 11-12—Superintendents' Conference.
July 13—First Term of Summer Quarter Ends.
July 15—Registration for Second Term of Summer Quarter.
August 21—Summer Quarter Ends.

STATE BOARD OF EDUCATION

GOVERNOR JIM NANCE McCORD.....	Nashville
COMMISSIONER BURGIN E. DOSSETT, Chairman.....	Nashville
SUPT. E. C. BALL.....	Memphis
HON. R. L. FORRESTER.....	Watertown
DR. NORMAN FROST.....	Nashville
HON. W. R. LANDRUM.....	Trenton
MRS. FERDINAND POWELL.....	Johnson City
MRS. W. RILEY STONE.....	Bristol
HON. BARTOW STRANG.....	Chattanooga
HON. LAWRENCE TAYLOR.....	Jackson
HON. W. R. WEBB.....	Bell Buckle

**COUNTY AND CITY SUPERINTENDENTS
OF WEST TENNESSEE**

<i>County or City</i>	<i>Name</i>	<i>P. O. Address</i>
Benton.....	W. C. JOHNSON.....	Camden
Carroll.....	R. C. AUSTIN.....	Huntingdon
Chester.....	R. E. HENSON.....	Henderson
Covington.....	A. F. BRIDGES.....	Covington
Crockett.....	R. L. CONLEY.....	Alamo
Decatur.....	C. A. PALMER.....	Decaturville
Dyer.....	HOLICE B. POWELL.....	Dyersburg
Dyersburg.....	G. D. STEPHENSON.....	Dyersburg
Fayette.....	J. R. MARTIN.....	Somerville
Gibson.....	C. H. COLE.....	Trenton
Hardeman.....	QUINNIE ARMOUR.....	Bolivar
Hardin.....	W. B. FALLS.....	Savannah
Haywood.....	MRS. MARY WHITELAW GOLDEN.....	Brownsville
Henderson.....	IRA POWERS.....	Lexington
Henry.....	MARY SUE DUNN.....	Paris
Humboldt.....	C. E. BROCK.....	Humboldt
Jackson.....	C. B. IJAMS.....	Jackson
Lake.....	JACK BREWER.....	Tiptonville
Lauderdale.....	S. E. PIERCE.....	Ripley
McNairy.....	B. T. KISER.....	Selmer
Madison.....	BRUCE BAILEY.....	Jackson
Memphis.....	E. C. BALL.....	Memphis
Milan.....	W. B. JONES.....	Milan
Obion.....	MILTON HAMILTON.....	Union City
Paris.....	W. O. INMAN.....	Paris
Shelby.....	SUE M. POWERS.....	Memphis
Tipton.....	EUGENE YOUNGER.....	Covington
Trenton.....	LYLE PUTNAM.....	Trenton
Union City.....	T. D. OSMENT.....	Union City
Weakley.....	J. T. MILES.....	Dresden

COUNTY AND CITY HIGH SCHOOLS

OF WEST TENNESSEE

<i>Name of School</i>	<i>Postoffice</i>	<i>Principal</i>
Adamsville.....	Adamsville.....	A. C. Webb
Alamo.....	Alamo.....	T. H. Strange
Beech Bluff.....	Beech Bluff.....	K. L. Helm
Bells.....	Bells.....	Mrs. A. R. Thompson
Bethel Springs.....	Bethel Springs.....	O. B. Hendricks
Big Sandy.....	Big Sandy.....	Mrs. Wm. H. Moody
Blackwell, Nicholas.....	Bartlett.....	H. I. Roland
Bolton.....	Brunswick.....	Louise B. Barrett
Bradford.....	Bradford.....	B. L. Drinkard
Brighton.....	Brighton.....	J. H. Bennett
Buchanan.....	Buchanan.....	Milton Henry
Byars Hall.....	Covington.....	R. K. Castellow
Central.....	Bolivar.....	Bruce Hanna
Central.....	Bruceton.....	Charles Cooper
Central.....	Camden.....	W. C. Beers
Central.....	Memphis.....	C. P. Jester
Central.....	Savannah.....	Rex Turman
Chester County.....	Henderson.....	T. H. Williams
Collierville.....	Collierville.....	C. H. Harrell
Cottage Grove.....	Cottage Grove.....	Walter N. Wilson
Decaturville.....	Decaturville.....	B. Dailey
Dixie.....	Union City, R. 2.....	John S. Murphy
Dresden.....	Dresden.....	M. P. Laster
Dyer.....	Dyer.....	M. D. Barron
Elbridge-Cloverdale.....	Elbridge.....	Milton Shelton
Fayette County.....	Somerville.....	H. G. McCorkle
Friendship.....	Friendship.....	J. F. Bailey
Gadsden.....	Gadsden.....	J. D. Smith
Gleason.....	Gleason.....	J. C. Choate
Grand Junction.....	Grand Junction.....	J. S. Smith
Greenfield.....	Greenfield.....	L. S. Miles
Grove High.....	Paris.....	Mr. Pitner
Halls.....	Halls.....	R. G. Sanford
Hamlett-Robertson.....	Crockett Mills.....	Mrs. Wilma M. Edwards
Haywood County.....	Brownsville.....	Lloyd Wilson
Henry.....	Henry.....	W. W. Chunn
Holladay.....	Holladay.....	M. M. Pollard
Hornbeak.....	Hornbeak.....	C. D. Parr

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Humboldt.....	Humboldt.....	T. W. Bruce
Humes.....	Memphis.....	D. M. Hilliard
Huntingdon.....	Huntingdon.....	Vennie Nesbit
Jackson High School.....	Jackson.....	D. E. Ray
Kenton.....	Kenton.....	A. V. Dowtin
Lexington.....	Lexington.....	W. L. Bobbitt
McKenzie.....	McKenzie.....	A. S. Steele
McLemoresville.....	McLemoresville.....	E. H. Harrell
Malesus.....	Malesus.....	W. C. Patterson
Martin.....	Martin.....	Roy Baker
Mason Hall.....	Kenton, R. 4.....	J. W. Roberts
Maury City.....	Maury City.....	R. E. Black
Medina.....	Medina.....	Joe Norvell
Mercer.....	Mercer.....	J. S. Mays
Messick.....	Memphis.....	T. H. Grinter
Michie.....	Michie.....	Luke Wood
Middleton.....	Middleton.....	D. D. Martin
Millington.....	Millington.....	William L. Osteen
Morris Chapel.....	Morris Chapel.....	A. H. Tackett
Munford.....	Munford.....	C. T. Willis
Newbern.....	Newbern.....	C. R. Mullins
Northside.....	Jackson.....	C. J. Huckaba
Obion.....	Obion.....	John Richardson
Palmersville.....	Palmersville.....	L. B. Brown
Parsons.....	Parsons.....	Jack Stevens
Peabody.....	Trenton.....	Lyle Putnam
Pinson.....	Pinson.....	R. E. Bright
Puryear.....	Puryear.....	T. D. Pentecost
Ramer.....	Ramer.....	L. G. Vaughan
Ridgely.....	Ridgely.....	Homer Smith
Ripley.....	Ripley.....	T. O. Griffis
Rives.....	Rives.....	W. L. Algea
Rutherford.....	Rutherford.....	V. L. DeShazo
Saltillo.....	Saltillo.....	N. B. Carman
Sardis.....	Sardis.....	A. J. Steele

CITY AND COUNTY HIGH SCHOOLS—Continued

<i>Name of School</i>	<i>Postoffice</i>	<i>Supt. or Principal</i>
Scott's Hill.....	Scott's Hill.....	J. O. Conwell
Selmer.....	Selmer.....	W. G. Robinson
Sharon.....	Sharon.....	J. R. Fisher
Shiloh.....	Pittsburgh Landing.....	T. D. Steadman
South Fulton.....	Fulton, Ky.....	D. F. Askisson
South Side.....	Memphis.....	H. H. Gnuse
Spring Hill.....	Trenton.....	Howard Lett
Springville.....	Henry.....	Lucille Busy
Technical High.....	Memphis.....	J. L. Highsaw
Tiptonville.....	Tiptonville.....	Lloyd Thomas
Treadwell.....	Memphis.....	W. L. Mabry
Trezevant.....	Trezevant.....	Carl J. Chaney
Trimble.....	Trimble.....	Wilton Roberts
Troy.....	Troy.....	W. B. Forrester
Union City.....	Union City.....	W. W. Wallace
Whitehaven.....	Whitehaven.....	F. S. Elliott
Whiteville.....	Whiteville.....	M. W. Robinson
Williams, Mabel C.....	Germanatown.....	Ralph B. Hunt
Woodland.....	Woodland Mills.....	J. M. DeBow
Yorkville.....	Yorkville.....	C. M. Doran
Young, J. B.....	Bemis.....	Alton Copeland

COLLEGE ADMINISTRATION: OFFICERS AND ASSISTANTS

JENNINGS B. SANDERS, A.B., A.M., Ph.D.	President
JOHN N. OLDHAM, B.S., M.A.	Dean
R. M. ROBISON, A.B., M.A.	Registrar
NELLIE A. SMITH, B.S., A.M., Ph.D.	Dean of Women
LAMAR NEWPORT, B.A., M.S.	Bursar
UNDINE LEVY, A.B., CERTIF. L.S.	Acting Librarian
CAMILLA SHARP, A.B., B.S. in L.S.	Assistant Librarian
MRS. JANE TAYLOR MOTT	Secretary to the President
ETHEL LEWIS	Secretary to the Dean
SHIRLEY FRANCE, B.S.	Secretary to the Registrar
MRS. ELFRIEDA B. ROBISON	Bookkeeper
AGNES SPECK	Dietitian
MRS. HELEN S. PEEBLES, A.B.	Assistant Dietitian
RAY HERZOG	Engineer

FACULTY COMMITTEES, 1944-45

1. ADMINISTRATIVE—Mr. Sanders, Mr. Oldham, Mr. Robison, Miss Smith, Mr. Hayden, Miss Rawls, Mr. Evans, Mr. Mitchell, Mr. Frizzell.
2. ATHLETICS—Mr. Robison, Mr. Frizzell, Mr. Mitchell, Mr. Oldham.
3. CURRICULUM—Mr. Oldham, Mr. Hughes, Mr. Moose, Mr. Moore, Mr. Osborn, Miss Rawls.
4. ENTRANCE AND CREDITS—Mr. Robison, Mr. Evans, Mr. Moose.
5. LIBRARY—Mr. Evans, Mr. Steere, Mr. Moore, Miss Heiskell, Mr. Dorough.
6. PUBLICATIONS—Mr. Newport, Mr. Robison, Miss McCormack, Mr. Oldham, Mr. Evans.
7. PUBLIC EXERCISES—Mr. Oldham, Mr. Austin, Miss Heiskell, Mr. Hughes.
8. SCHOLARSHIPS AND LOANS—Mr. Hayden, Mr. Hughes, Miss Henderson.
9. SOCIAL ACTIVITIES—Mr. Brown, Mrs. Heatherly, Mr. Steere.
10. RELIGIOUS ACTIVITIES—Mr. Jamerson, Miss Smith, Miss McCormack.
11. STUDENT ELECTIONS—Mr. Clark, Miss Heiskell, Miss Chappell.

COLLEGE FACULTY

1944-45

JENNINGS B. SANDERS.....President

A.B. (1923), Franklin College; A.M. (1925), University of Chicago; Ph.D. (1928), University of Chicago; teacher in high schools, three years; instructor in History, University of Chicago, 1928-30; assistant professor of history, University of Alabama, 1930-32; associate professor of history, University of Alabama, 1932-35; professor of history, and Head of Department of History, University of Tennessee, 1935-42; present position, 1943-.

L. C. AUSTIN.....Music

Mus. Grad. (1911), Valparaiso University; graduate student at Chicago Musical College, Northwestern University; B.S. (1924), M.A. (1926), George Peabody College; instructor in music, Valparaiso University, seven years; present position, 1915-.

ETHEL G. BLACKMAN.....Physical Education

B.S. (1929), M.A. (1931), George Peabody College for Teachers; instructor in physical education, high schools, five years; present position, 1929-.

CHARLES S. BROWN.....Social Science

A.B. (1931), Union University; M.A. (1940), George Peabody College for Teachers; instructor in history, Germantown High School, 1920-24; principal of Capleville High School, 1924-31; instructor in history, summer school Union University, 1933; present position, 1940-.

ALICE M. CHAPPELL.....Home Economics

B.S. (1921), University of Wisconsin; M.A. (1927), Teachers College, Columbia University; graduate student, University of Chicago; teacher public schools, eleven years; present position 1927-.

R. P. CLARK.....Mathematics

B.S. (1928), Memphis State College; M.A. (1933) Peabody College; principal junior high school, four years; teacher Grove High School, Paris, Tenn., six years; supervising teacher, Training School, 1934-1942; present position, 1942-.

MYRTLE COBB.....Education

A.B. (1929), Pennsylvania College for Women; M.A. (1932), University of Pittsburgh; graduate study, University of Chicago, 1931, 1936 and Northwestern University, 1940; instructor at State Teachers College, Slippery Rock, Pennsylvania, 1935-36; instructor at University of Pittsburgh, summers 1932-34; instructor at Mount Mercy College, 1935-36; instructor at Northwestern University, 1939-40; Memphis State College, 1940-.

CLAIRE D. COLLINS.....Biology

B.S. (1938), Memphis State College; Memphis City Schools, 1939-1943; present position, 1944-45.

COLLEGE FACULTY—Continued

- MARGARET COLLINSWORTH.....*Biology*
B.S. (1943), Memphis State College; present position, 1944-45.
- ZACH CURLIN.....*Physical Education*
B.A. (1914), Vanderbilt University; LL.B. (1919), University of Memphis; director of physical education, high schools, eight years; director of physical education, Hendrix College, 1923-4; present position, 1924-.
- *LEO DAVIS.....*Health*
B.A. (1933), Bethel College; graduate student, University of Tennessee; M.S. (1941), George Peabody College for Teachers; present position, 1939-.
- WILLIAM G. DEEN.....*Education*
B.S. (1916), M.A. (1918), George Peabody College for Teachers; graduate student, University of Chicago; teacher and principal rural schools, ten years; instructor in history, Memphis High School, two years; principal A. B. Hill School, Memphis, 1910-18; present position, 1920-.
- CHARLES DWIGHT DOROUGH.....*English*
B.A. (June, 1936), M.A. (August, 1936), University of Texas; graduate student, University of Texas, 1936-37, 1941-42, 1942-43, summers of 1939, 1940, 1941. Principal rural school 1934; Investigator to the Attorney General of Texas, 1935-1937; instructor in English, Northwest Missouri State Teachers College, 1937-38; instructor, North Texas State Teachers College, 1938; instructor, University of Arkansas, 1938-41; tutor and instructor, University of Texas, 1941-42; 1943-44. Present position, 1944-.
- HENRY B. EVANS.....*English*
B.S. (1923), M.A. (1928), Ph.D. (1938), Peabody College; high school principal, five years; dean and professor of English, Bethel College, 1928-1942; present position, 1942-.
- CHESTER P. FREEMAN.....*Biology*
B.S. (1921), Mississippi A. & M. College; M.A. (1923), Peabody College; M.S. (1927), University of Chicago; Ph.D. (1932), Peabody College; instructor in botany, Oklahoma A. & M. College, 1929-31; instructor in biology and agriculture, Ball State Teachers College, 1932-3; present position, 1934-.
- HENRY M. FRIZELL.....*Commerce*
A.B., Millsaps College; graduate in business administration and in higher accountancy, Eastman School of Business; graduate student, University of Chicago, three summers; M.B.A. (1941), Northwestern University; present position, 1929-.
- IRMA ILEEN GREER.....*Chemistry*
B.S. (1944), Memphis State College; present position, 1944-.

*On Military leave of absence from April 15, 1944, to March 1, 1945.

COLLEGE FACULTY—Continued

- GROVER H. HAYDEN.....*Physical Science*
A.B. (1908), Peabody College, University of Nashville; graduate student, University of Chicago, summers 1912, 1913; A.M. (1928), Columbia University; assistant in chemistry, University of Nashville, University of Tennessee Medical College, 1908-11; instructor in chemistry, Jackson, Tennessee, High School, 1913-17; present position, 1918-.
- VELMA BROOKS HEATHERLY.....*Modern Languages*
B.S. (1928), M.A. (1932), Peabody College; graduate study, Columbia University and The Sorbonne; supervising teacher, training school, 1932-4; present position, 1934-.
- MARY L. HEISKELL.....*Modern Languages*
A.B. (1917), University of Wisconsin; M.A. (1931), University of Chicago; graduate student, University of Southern California; Y. W. C. A. Secretary, Argentina, S. A., 1920-25; instructor, Spanish, North Central College, Naperville, Illinois, 1931-32; present position, 1932-.
- BESS L. HENDERSON.....*Home Economics*
B.S. (1921), George Peabody College for Teachers; M.A. (1927), Teachers College, Columbia University; teacher in high schools, six years; graduate student, University of Chicago, summer of 1942; instructor in home economics, Louisiana State Normal College, 1923-26; present position, 1927-.
- A. G. HUDSON.....*College Physician*
M.D. (1906), University of Tennessee; present position, 1942-.
- OWEN R. HUGHES.....*Education*
B.A. (1912), University of Tennessee; M. A. (1920), Peabody College; graduate student, Peabody College; principal high schools, Dyersburg and Mt. Pleasant, eight years; present position, 1921-.
- CHARLES D. JAMERSON.....*Physical Education*
B.A. (1922), University of Arkansas; 15 years teaching in Memphis City School System; present position 1942-.
- *R. W. JOHNSON.....*Geography*
B.S. (1924), A.M. (1925), George Peabody College for Teachers; Ph.D. (1936), University of Chicago; teacher in elementary and high schools, five years; present position, 1925-.
- VIRGINIA LEE JOHNSON.....*Commerce*
B.S. (1930), Memphis State College; Diploma (1931), Nelson's Business College, Memphis; Graduate student, Duke University, two summers (1936 and 1937); M.S., (1944) University of Tennessee; teacher in high school, four years; teacher, Memphis Vocational School, four years; present position, 1940-.
- †R. E. KENNEDY.....*Industrial Arts*
B.S. (1928), Memphis State College; M.A. (1935), University of Tennessee; teacher, Memphis City Schools, 1925-37; present position, 1937-.

*On military leave of absence since July 19, 1942.

†Resigned April 1, 1945.

COLLEGE FACULTY—Continued

- UNDINE LEVY.....*Acting Librarian*
 B.A. (1912), Certificate in Library Science (1912), Mississippi State College for Women; graduate study, University of Illinois (1918); assistant librarian, M. S. C. W., 1912-1919; cataloguer, United States Office of Education, 1919-1922; cataloguer, Kansas City, Missouri, Public Library, 1922-1925; cataloguer, Cossitt Library, Memphis, 1925-1929; present position, 1929-.
- †J. F. LOCKE.....*Mathematics*
 B.S. (1927), Memphis State College; M.A. (1929), Vanderbilt University; Ph.D. (1933), University of Illinois; present position, 1932-.
- MARIE McCORMACK.....*Art and Penmanship*
 Teacher elementary schools, one and one-half years; present position, 1914-.
- *WALTER L. McGOLDRICK.....*English*
 B.A. (1939), University of the South, Sewanee; M.A. (1941), George Peabody College for Teachers; present position 1941-.
- ENOCH L. MITCHELL.....*History; High School Visitor*
 B.S. (1929), Memphis State College; M.A. (1938), George Peabody College for Teachers; graduate student, Peabody College, 1939, 1940; teacher, principal, and superintendent, twelve years; present position, 1939-.
- CLARENCE E. MOORE.....*Biology*
 A.B. (1922), University of Montana; Ph.D. (1928), Columbia University; principal elementary and high schools, fifteen years; assistant in botany in universities, three years; present position, 1928-.
- M. FOSTER MOOSE.....*Physical Science*
 B.S. (1927), Memphis State College; A.M. (1931), Ph.D. (1935), Columbia University; science teacher in high schools, three years; assistant in chemistry, Columbia University, 1930-35; instructor in chemistry and physics, Little Rock Junior College, 1935-41; present position 1941-.
- LAMAR NEWPORT.....*Physical Science; Bursar*
 B.A. (1932), Bethel College; M.S. (1940), University of Tennessee; Principal of High School, Martin, Tennessee, 1932-34; Head of Science Department and Head Coach, Chester County High School, 1935-40; Superintendent of Schools, Alamo, Tennessee, 1941; present position 1941-.
- LOUISE OAKLEY.....*Education; Elementary Supervisor*
 B.A. (1936), Union University; graduate student (1937-38-39), George Peabody College; Teacher, Henderson County Schools, 1927-35; Supervisor, Henderson County Elementary Schools, 1936-42; Supervising Teacher of English, Memphis State College Training School, 1942-43; present position, 1943-.

†On military leave of absence since January 1, 1944.

*On military leave of absence since June 30, 1943.

COLLEGE FACULTY—Continued

- JOHN N. OLDHAM**.....*English; Dean*
 B.S. (1930), Memphis State College; M.A. (1931), Vanderbilt University; graduate student and assistant in English, University of Illinois, 1931-32; graduate student, University of Illinois, summer, 1937, University of Texas, summer, 1938; instructor in English, 1932-39, assistant professor of English, 1939-40; present position, 1940-.
- GEORGE C. OSBORN**.....*History*
 A.B. 1927) Mississippi College, M.A. (1932) Indiana University, Ph.D. (1938) Indiana University; Post-doctoral study (summer, 1943) Harvard University; teacher in high schools four years; assistant in History, Indiana University, 1932-35; member of Extension Faculty, Indiana University, 1934-35; professor of history and head of department of social sciences, Berry College, 1935-41; on leave from Berry, served as Majority Research Expert of Finance Committee of U. S. Senate, 1937-38; professor and head of history department, Bob Jones College, 1941-43, acting assistant professor of history, University of Mississippi, 1943-44; present position, 1944-.
- R. M. ROBISON**.....*History; Registrar*
 A.B. (1924), Southwestern; graduate student, University of Tennessee, summer, 1927; M.A. (1931), George Peabody College; supervising teacher, Memphis State College Training School, 1925-33; principal, Training School, 1933-36; Bursar, Memphis State College, 1936-43; present position, 1943-.
- CAMILLA SHARP**.....*Assistant Librarian*
 A.B. (1940), Arkansas State College; B.S. in L.S. (1944) Peabody College; Commercial teacher in high school, four years; present position, 1944-45.
- NELLIE ANGEL SMITH**.....*Latin; Dean of Women*
 B.S. (1920), M.A. (1920), Ph.D. (1924), George Peabody College for Teachers; teacher high schools, twelve years; professor of Latin, State Normal School, Florence, Alabama, 1920-27; present position, 1927-.
- L. E. SNYDER**.....*Chemistry, Geography, Industrial Arts*
 B.S. (1931), M.A. (1932), George Peabody College for Teachers; instructor in high schools, ten years; present position, 1933-.
- H. J. STEERE**.....*Education; Sociology*
 Ph.B. (1907), University of Rochester; M.A. (1923), Teachers College, Columbia University; Ph.D. (1927), Cornell University; teacher, high schools, eight years; city superintendent, seven years; present position, 1927-.
- *DAVID MARSHALL STEWART**.....*Librarian*
 A.B. (1938), Bethel College; B. S. in Library Science (1939) George Peabody College for Teachers; Tennessee State Director, WPA Library Program, 1940-42; present position 1942-.

*On military leave of absence since July 1, 1942.

COLLEGE FACULTY—Continued

- †**CALVIN M. STREET**.....*Industrial Arts*
 B.S. (1939), Memphis State College; graduate student University of Tennessee; teacher Hardeman County Schools three years; present position, 1939-.
- ‡**ALVIN B. TRIPP**.....*College Physician*
 B.S. (1930), M.D. (1932), University of Tennessee. Present position, 1938-.

TRAINING SCHOOL FACULTY**1944-45**

- FLORA H. RAWLS**.....*Principal*
 B.A. (1925), M.A. (1930), Vanderbilt University; high school teacher, English and Latin, eight years; supervising teacher of English and Latin in the Training School, 1930-38; present position, 1938-.
- OPAL COLEMAN**.....*Supervising Teacher, Third Grade*
 B.S. (1925), Texas State College for Women; M.A. (1932), Peabody College; elementary teacher since 1926; present position, 1931-.
- MATTIE LOU CONNELL**.....*Supervising Teacher, Fourth Grade*
 B.S. (1929), M.A. (1930), Peabody College; elementary teacher in Louisiana six years; present position, 1930-.
- MARY DUNN**.....*Supervising Teacher, Second Grade*
 B.S. (1928), M.A. (1932), Peabody College; present position, 1924-.
- ***BESS FOUNTAIN**.....*Supervising Teacher, Fourth Grade*
 B.S. (1927), Mississippi State Teachers College; M.A. (1932), George Peabody College; supervising teacher of third and fourth grades, Mississippi State Teachers College, 1928-37; present position, 1937-.
- NANCY PURYEAR HOWLAND**.....*Supervising Teacher, Second Grade*
 B.S. (1944), Fort Hays, Kansas, State College; teacher in elementary schools in Missouri and Kansas nineteen years; present position, 1944-.
- HELEN KIRBY**.....*Supervising Teacher, Sixth Grade*
 B.S. (1929), George Peabody College; teacher of sixth grade, Kingsport, Tennessee, twelve years; present position, 1943-.
- EMMA LANE LEA**.....*Supervising Teacher, Social Science*
 B.S. (1932), Memphis State College; M.A. (1934), Peabody College; present position, 1934-.

†On military leave of absence since October 16, 1943.

‡On military leave of absence since May 14, 1942.

*On leave of absence since September 1, 1944.

*LUCILLE L. LURRY.....*Supervising Teacher, Science and Home Economics*
B.S. (1939), Memphis State College; graduate work (1941, 1942, and 1943), University of Tennessee; teacher of science and home economics, Shelby County high schools, 1939-43; present position, 1943-.

JOHN JULIA McMAHAN.....*Supervising Teacher, First Grade*
B.S. (1933), East Texas State Teachers College; M.A. (1938), George Peabody College; supervising teacher, State Teachers Colleges, Collegeboro, Georgia (1939-1941), and Dillon, Montana (1941-43); present position, 1943-.

ELIZABETH MEEKS.....*Supervising Teacher of English*
A.B. (1936), Union University; M.A. (1939), George Peabody College for Teachers; graduate student (summers 1939, 1942), George Peabody College for Teachers; instructor, Languages and Literature, Delta State Teachers College, Cleveland, Mississippi, 1939-44; present position, 1944-.

MRS. REBEKAH B. MIZE.....*Supervising Teacher, Fifth Grade*
B.S. (1937), Memphis State College; elementary teacher, Crittenden County, Arkansas, two years; teacher, Shelby County Schools, ten years; present position, 1942-43, 1944-.

IRENE MOORE.....*Supervising Teacher, Fifth and Sixth Grades*
B.S. (1929), Memphis State College; M.A. (1940), University of Texas; teacher of English in high schools eight years; present position, 1929-.

ANNIE LAURIE PEELER.....*Supervising Teacher, Sixth Grade*
B.S. (1929), M.A. (1930), George Peabody College; supervisor of elementary schools three years; present position, 1930-.

REESE, MARY PETTEY.....*Supervising Teacher, Science & Home Economics*
B.S. (1943), Mississippi State College for Women; present position, 1944-45.

NELLE CALDWELL SHORT
Supervising Teacher of English and Mathematics
B.S. (1928), M.A. (1929), George Peabody College; supervising teacher of English, Alabama College, 1928-1930; present position, 1930-40, 1942-.

EVELYN SMILEY.....*Secretary*
B.S. (1944), Memphis State College; present position, 1943-.

LOTTYE SUITER.....*Supervising Teacher, First Grade*
B.S. (1928), M.A. (1933), George Peabody College; supervising teacher at Murray, Kentucky, State College two years; present position, 1933-.

MARY ROSS TURNER.....*Supervising Teacher of Mathematics*
A.B. (1923), University of Alabama; teacher in Memphis City Schools, 1923-28; present position, 1937-.

*Resigned December 1, 1944.

PURPOSE OF THE COLLEGE

The General Education Law of 1909, which created State Normal Schools, declared their purpose to be "the education and professional training of teachers for the elementary schools of the State." The Act of 1925 provided for Teachers Colleges and declared that the function of such colleges should be to prepare teachers for the public schools of the State. In accordance with these laws Memphis State College is preparing elementary and high school teachers, instructors and supervisors in special subjects, and principals and superintendents of county and city schools.

In order to fulfill its function, the College offers the subjects usually included in a general liberal arts curriculum, and in addition many other subjects which are demanded by the public school system of the state. It offers many courses that are required for entering professional schools of medicine, law, engineering, and other professions. These courses are given as a part of the regular program of the College and do not involve any additional expense to the State. Many students expecting to enter these professions have the opportunity to take their pre-professional college work at Memphis State College. This work is fully recognized by the professional schools of the country.

HISTORICAL STATEMENT

The State Normal Schools of Tennessee were established by an Act of the General Assembly of 1909. That Act is popularly known as the General Education Bill, and included appropriations for all public school agencies of the State. It provided that thirteen per cent of the State School Fund—which was thirty-three and one-third per cent of the gross revenues of the State—should be used for the establishment and maintenance of Normal Schools.

The law vested the location and control of the Normal Schools in the State Board of Education. Acting under this authority, the State Board of Education received proposals from various cities and counties in the State for the location of the Normal Schools, and finally decided upon the location of three schools for the training of white teachers, as follows: West Tennessee State Normal School at Memphis, Shelby County; Middle Tennessee State Normal School at Murfreesboro, Rutherford County; and East Tennessee State Normal School at Johnson City, Washington County; those cities and counties having made most generous appropriations in consideration of the location of the schools. Memphis and Shelby County issued bonds for the West Tennessee State Normal School to the amount of \$350,000, and donated a site of approximately fifty acres, to which was added thirty acres, the whole forming a most beautiful campus now within the corporate limits of Memphis.

The School appropriations and the accumulation from the State fund for three years were invested in a magnificent main building and dormitory, and the institution was formally opened on September 15, 1912. The West Tennessee School, like the other State institutions, which were opened the year previous, had a most gratifying attendance from the very start; and the succeeding years have been even more successful.

In 1921 the General Assembly voted \$150,000 in bonds for building purposes for each of the three Normal Schools. The proceeds of the issue for the West Tennessee State Normal School were used by the State Board of Education in erecting a splendid men's dormitory, a commodious dining hall, and a power plant. Later Shelby County made an appropriation of \$50,000 to the School, which, with \$30,000 of local funds, was expended in the erection of a Training School on the campus.

The General Education Law passed in 1925 authorized the maintenance of Teachers Colleges in the three grand divisions of the State, and in accordance therewith the State Board of Education converted the Normal Schools into Teachers Colleges, offering a four-year course of college work, leading to the degree of Bachelor of Science.

In 1927 the Legislature appropriated \$200,000 for building purposes at the West Tennessee State Teachers College. This appropriation, together with \$50,000 of local funds, was used in the erection of a library building, a gymnasium, and an addition to Mynders Hall.

In 1929 an additional State appropriation of \$225,000 was made for building purposes, which was expended in erecting Manning Hall, in which are located the Departments of Physical Science, Biology, and Home Economics, leaving room in the main building for the enlargement of other departments.

The name of the College was changed by the Legislature from "State Teachers College" to "Memphis State College" February 15, 1941.

THE COLLEGE PLANT

Location.—Memphis State College is located on a campus of eighty acres in the eastern part of the City of Memphis, on the Southern Railway, in the subdivision known as Normal.

Administration Building.—The main academic building is an imposing structure, three hundred and thirty-eight feet long and about two hundred feet wide. It contains the administration and business offices, a spacious auditorium and forty large, airy, well-lighted rooms for class instruction.

Manning Hall.—The science building, erected in 1930, is named in honor of Priestly Hartwell Manning, who was the first teacher of science in Memphis State College, being a member of the first faculty, which began work in the State Normal School in 1912.

The department of chemistry occupies the entire first floor. On this floor is a large lecture room, which is used by all departments in the building. The physics and biology departments are located on the second floor, and the home economics on the third. In connection with the home economics department is a modern apartment, containing living room, dining room, bedroom, kitchen, closets and storerooms.

Mynders Hall.—The women's dormitory is a fireproof building, containing one hundred and twenty rooms. Wide verandas, hallways, parlors and reception rooms give the surroundings a home-like appearance. In each room are a lavatory with running water, electric lights, steam heat, two spacious closets, shades, table, dressers, chairs, two single beds, mattresses and springs. The building is equipped with thirty-six baths with tile floors and marble wainscoting. The building contains, in addition to the living rooms, special quarters for the matron and housekeeper. A number of rooms on the third floor are reserved for use as an infirmary.

Training School.—The Training School Building is designed to accommodate the elementary school and the junior high school. It has sixteen classrooms, an auditorium, a library and a cafeteria. The Training School has a normal enrollment of over 600, and furnishes facilities for training student teachers and opportunities for observing good teaching procedures.

Cafeteria.—This structure is capable of seating eight hundred guests. The large and well-lighted kitchen is provided with all modern conveniences, including up-to-date ranges, ovens, and cold storage.

The Power Plant.—The power plant contains a battery of boilers for the heating of all the buildings on the campus. The same building houses the pumps which supply water to all buildings.

John Willard Brister Library.—The library building was erected during the year 1927-28. The State Board of Education at its meeting in November, 1938, named the Library the John Willard Brister Library. It was dedicated with fitting ceremonies on June 3, 1939.

The library contains more than 36,000 volumes. These books have been selected to meet the peculiar needs of the institution, and all of them are usable. The leading magazines and periodicals are on file for the use of students. The College has a reasonable appropriation for library purposes, and new books and periodicals are added each year.

Gymnasium.—The gymnasium was erected in 1928. It has a basketball court 50 x 95 feet, and two cross-courts 50 x 70 feet. It also provides for indoor softball, volleyball, and shuffleboard. The second floor contains guest rooms for visiting teams. Locker and shower rooms occupy the basement floor. The main floor also has offices for the instructors in Physical Education.

GENERAL INFORMATION

When To Enter.—The college year covers four quarters of twelve weeks each, and students may enter at the beginning of any quarter.

The Spring and Summer Quarters carry courses for a six weeks term as well as for the full quarter, and credit is allowed accordingly.

Dormitories.—The College maintains two dormitories—Mynders Hall for ladies, and the Men's Dormitory. Students boarding away from home are expected to live in the dormitories. This regulation is made because the College authorities believe that students cannot otherwise enjoy all the advantages of college attendance. Young lady students away from home having immediate relatives of the family in Memphis or near the College may board with them. Other students will not be permitted to live outside of the dormitory except for satisfactory reason, upon the written request of the parent or guardian, and then only in homes approved by the College authorities. All arrangements for board outside the dormitory must be approved by the College, and except in homes of immediate relatives, must be made through the College.

Room Reservations.—It is very important that those who expect to attend the College should write to the Registrar and have a room reserved as soon as they definitely determine to attend. Rooms are reserved in the order in which applications are received. A deposit fee of \$3.00 is required for reservation, the amount of the fee being credited on the expense of the term. The reservation fee is refunded if notice of cancellation is received four days before the opening of the quarter for which reservation is made; it is not to be refunded on later notice.

What Students Furnish.—Students expecting to live in the dormitories should bring the following articles: towels, bed linen, blankets, and a pillow. Students in the dormitories are required to keep their own rooms in order.

Conduct.—It is assumed that applicants for admission to Memphis State College are ladies or gentlemen and every consideration will be shown them as such until, by their own act, they forfeit the confidence reposed in them. Rules of government and regulations in regard to general conduct are, of course, necessary. Whenever any number of people live together, each must forfeit some individual privilege for the general good. The rules and regulations are of such nature as to secure ready conformity thereto and also sympathy and co-operation on the part of students in making them effective.

Students are expected to give their College obligations first consideration, to be prompt and regular in attendance on all classes and examinations—and to observe properly the hours set apart for study by making diligent use of the same.

Hazing.—Any form of hazing is positively forbidden.

Post Office.—Memphis State College is located in the eastern part of the city of Memphis. Students living in the dormitory should have their mail addressed c/o Memphis State College, Memphis 11, Tennessee. Each dormitory student is expected to rent a mailbox to facilitate the handling of his mail.

Railway and Baggage.—For a number of years the Southern Railroad maintained a station called Normal located adjacent to the school grounds. It is now maintained only as a flag stop. Students coming to Memphis State College via the Southern Railroad may get off at Normal, but trunks which they have checked will be carried to the Union Station. Arrangements may be made with the college authorities for delivery of trunks to the College.

Special Advantages.—In addition to the usual school advantages, the College offers its students many opportunities that are considered especially valuable.

All of the large libraries in the City of Memphis furnish free use of their books and buildings to the students of the College.

The students of this institution are given free admission to the lecture course of Goodwyn Institute, probably the most extensive and celebrated course of its kind in the United States. Students have the opportunity of attending the performances of professional stage plays, grand and light operas, symphony orchestras, and of other musical and theatrical artists.

Leading business and manufacturing enterprises of the city offer free inspection and study of their business methods and plants to classes of the college students accompanied by their instructors.

Co-operation.—Memphis State College regards itself as an integral part of the public school system of Tennessee and recognizes the need of the closest co-operation with the county and city school authorities. Accordingly, it constantly endeavors to serve faithfully all public school interests, especially by the preparation of better teachers for the schools. In this work it has uniformly received the hearty support of public school authorities.

Superintendents' Conference.—Annually the County and City Superintendents of West Tennessee hold a conference during the Summer Quarter of Memphis State College. The State Commissioner of Education and other representatives of the State Department attend and participate in these annual conferences. All County and City Superintendents of West Tennessee are cordially invited and urged to attend.

School Positions.—Memphis State College is not a teachers' agency and it can not guarantee positions to its graduates. It endeavors, however, to place students with satisfactory records in good school positions and it invites county and city school authorities to make use of its placement service in securing desirable teachers.

Alumni Association.—The graduates and former students of the College are organized into an association for mutual help and pleasure. The Association meets annually during the spring quarter for the transaction of business and for the annual banquet honoring the graduating class.

LOAN FUNDS

1. The College Loan Fund. The College has a revolving loan fund from which it makes loans in varying amounts to eligible students.

2. The Aull Loan Fund. A fund of \$250.00, contributed by Mrs. Genevieve Aull, is to be used for loans to members of the senior class who have demonstrated their scholastic eligibility by one or more years of satisfactory work in residence at the College.

3. The United States Daughters of 1812 Loan Fund. This fund of \$625.00, donated by the Old Hickory Chapter, U. S. D. of 1812, Memphis, consists of three awards, as follows: (1) the Mary Robinson Day Memorial Scholarship of \$250.00; (2) the Martha Moore Allen Scholarship of \$250.00; and (3) the Willis Hitzing Scholarship of \$125.00. All three of these awards are loan funds, and may be awarded to a man or woman on recommendation of the Faculty.

4. The Shelby County Parent-Teacher Association Loan Fund. This is a fund of \$672.00, available in varying amounts to eligible students who apply to the College Loan Fund Committee.

5. The American Association of University Women Loan Fund. This fund of \$200.00, administered by the Memphis Branch of the A. A. U. W., is available to women students recommended by the College.

6. The John W. Brister Loan Fund. On the occasion of the Twenty-First Birthday Celebration of the College, the members of the Faculty presented a fund of \$250.00 to be named in honor of President John Willard Brister.

7. The Class of 1933 Loan Fund. This fund of \$102.90 was donated by the Class of 1933 as a class memorial.

8. The Quota Club Loan Fund. This is a fund administered by the Quota Club of Memphis. Women students of junior or senior rank are eligible to receive loans from this fund. Application may be made to Mrs. Ellen Davies Rodgers, Chairman of the Education Committee of the Memphis Quota Club.

9. The Zonta Club Loan Fund. The Zonta Club of Memphis has established a loan fund of \$150.00, to be increased from year to year. Eligible junior and senior women may apply to the Dean of Women, who will submit their names to a committee of the Zonta Club for selection and approval.

10. The Ernest C. Ball Loan Fund. This fund of \$400.00 is available for loans to eligible students.

11. The Marion Circle Loan Fund. This fund of \$250.00 is available for loans to eligible students.

Except as otherwise specified, applications for loans from any of the funds listed above should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

SCHOLARSHIPS

1. The P. H. Manning Scholarship Fund. The late Professor P. H. Manning, who was connected with the College for a number of years from its beginning, left the bulk of his estate to be used by the State Board of Education to provide scholarships for young men students meeting certain conditions set forth in his will. These scholarships of

\$100.00 each are given to young men from the counties of Gibson, Henderson, Carroll, and Decatur. Application should be made to Professor G. H. Hayden, Chairman of the Scholarships and Loans Committee.

2. The American Association of University Women Scholarship. Beginning in 1935-36, the Memphis Branch of the A. A. U. W. has awarded a scholarship of \$50.00 each year to a junior or senior woman. In making the award the following points are considered: (1) the college scholarship record of the applicant for the quarter preceding January 1, (2) the need for financial assistance, (3) intention to graduate from the College, and (4) general acceptability. Applications for this scholarship are to be made by January 1 of each year to the A. A. U. W. Scholarship Committee, through the Dean of Women.

WOMEN'S ASSOCIATION AWARD

The Women's Association of the College offers an award annually to the woman member of the Senior Class who, having done all her work at this institution, shows the highest scholastic attainment.

STUDENT ACTIVITIES

Student Organizations.—The College has a number of student organizations managed by the students with faculty advisers. These organizations give the student an excellent opportunity to develop initiative and qualities of leadership. There are four literary and social clubs which were organized during the first year of the institution: the Seymour A. Mynders Club and Phi Lambda Delta for men, the Sigma Alpha Mu and Kappa Lambda Sigma for women. Other clubs of the same character which were organized later are Xi Beta Nu (1929) and Gamma Tau Alpha (1931) for women, Phi Delta Sigma (1929) for men and Delta Sigma Chi (1944) for men.

Many departmental clubs have been organized for studies and exercises peculiar to the departments.

The young women living in Mynders Hall have an organization composed of all resident students known as the Women's Self Government Association.

The All-Students Club Council is the official representative body of student organizations. Its purpose is to co-ordinate and integrate the activities and relations of the organizations in the College for the best interests of all. While disciplinary matters are in the hands of the College administration, the All-Student Clubs Council helps to shape public opinion, co-operate actively with the administration, and act as a clearing house between the students and the faculty.

The organizations which are now recognized and are eligible for membership in the All-Student Clubs Council are: the eight literary and social clubs named above, and the Pan-Hellenic Council which they constitute; the Arabesque Club; the Arts Club; the Baptist

Students' Club; Delta Chi Sigma; the *De Soto* Staff; the Episcopal Students' Club; the Freshman Class; the Independents' Club; Ioka Wike-wam; the Junior Class; the Latin Club; los Picaros Espanoles; the Methodist Students' Club; the Newman Club; the Presbyterian Club; Phi Beta Chi; the Sock and Buskin Club; the Senior Class; the Sophomore Class; and the *Tiger Rag* Staff.

Student Publications.—*The Tiger Rag*, student newspaper, provides timely news of college organizations and activities. It is an organ for the expression of student thought, and it works to create a wholesome school spirit and to support the best traditions of the College. For interested students it provides training in useful and purposeful writing.

The De Soto, College annual, is designed to record campus activities in an attractive and permanent form and keep alive the memories of college life.

Athletics.—Under the supervision of the Athletic Committee, the College sponsors both intramural and intercollegiate athletics. The intramural program is active throughout the year, with seasonal sports being featured each quarter. Tournaments are organized for the various team games and individual games, and representatives from the various student organizations are given ample opportunity to compete with one another. Intercollegiate athletics are conducted under the regulations of the Southern Intercollegiate Athletic Association, of which the College is a member.

The Department of Health and Physical Education is closely associated with the intramural and the intercollegiate programs, and provides courses and facilities for the physical development of the individual and for the preparation of coaches and playground directors.

FEES AND EXPENSES

All regular students pay the following fees:

Registration, each quarter.....	\$20.00
Student activity, each quarter.....	4.00
Laboratory fees as shown below	

Dormitory students, in addition to the fees listed above, pay room rent as follows:

Double room, each person, each quarter.....	\$15.00
Single room, each quarter.....	30.00

Meals in the College cafeteria cost approximately \$1.00 per day. Laundry service may be procured from the College laundry for about 50 cents per week.

Tuition.—Students, who are residents of Tennessee, pay no tuition. Non-residents, in addition to the registration and student activity fees, pay tuition of \$60.00 per quarter, or \$30.00 for a term of six weeks.

Laboratory Fees.—The following fees are charged the students pursuing courses in the several departments:

Art 100, 101, 102, 200, 201, 202, 300, 302, each course.....	\$ 0.50
Art 301.....	4.00
Biology 100, 202, 203, 340, each course.....	1.00
Biology 103, 105, 106, 130, 200, 201, 211, 300, 302, 330, 331, 332, 350, 351, 352, 403, each course.....	2.00
Biology 121, 122, each course.....	3.00
Commerce: typewriting, each course.....	1.00
Chemistry, each course.....	3.00
Education 206, 303, 306, each course.....	0.50
Geography 110, 111, each course.....	0.50
Health 100, 241.....	1.00
Home Economics 111, 112, 113, 171, 181, 241, 291, 311, 312, 313, 421, 471, 472, 481, 482, 483, each course.....	0.50
Home Economics 242, 243, 251, 341, 342, 343, each course	2.50
Industrial Arts, each course.....	1.00
Music 180, 181, 182, 330, 331, 332, each course, 75c to.....	1.50
Music 220, 221, 222, 350, 351, 352, each course.....	0.75
Physics, each course.....	2.00
Physical Education 209, 210, 211, each course.....	0.25
Physical Education 109, 110, 111, 300, 302, 305, each course	0.50

Special Registration Fee.—Special students who are permitted to take a class load of six hours or less pay a registration fee of \$10.00 instead of the regular registration fee of \$20.00, and are not required to pay the student activity fee.

Late Registration Fee.—Registration should be completed on the first day of each quarter, except in the fall and summer quarters, when two days are allowed for registration. Registration is not complete until all fees for the quarter have been paid. For registration after the day or days announced in the catalogue, an extra fee of \$1.00 is charged.

Auditor's Fee.—Persons not matriculated as students, or students taking less than a full load may, with the permission of the Dean and the consent of the instructor in charge of the course, arrange to audit certain courses. The fee for auditing a three-hour course is \$5.00.

Fee for Changing Course.—For change of course after the second meeting of either class involved, a charge of \$1.00 is made.

Transcript Fee.—One copy of a student's record is furnished free. For each additional transcript, a fee of \$1.00 is charged. Transcript of records are issued only at the request of the student or his authorized agent.

Diploma Fee.—Degree candidates pay a fee of \$10.00, which includes the fee for the diploma and the rental of cap and gown. This fee is payable thirty days before the June convocation.

Laboratory Deposits.—Students in chemistry and physics are required to make a deposit of \$2.50, and in biology of \$1.00, to cover loss by breakage. Any unused balance is refunded at the close of the quarter.

Dormitory Breakage Deposit.—The College holds students responsible for damage to, or breakage or loss of, college property. A breakage fee of \$3.00 is collected at the time of registration from all students living in the dormitories. All, or any unused balance, is refunded when the student leaves the College.

Key Deposit.—A key deposit of \$1.00 is required of each student living in either dormitory. This amount is refunded when the key is returned.

Payment and Refund of Fees and Rentals

All fees and rentals are payable quarterly in advance.

The registration fee of \$20.00 is charged all regular students whether the period of attendance be for six or twelve weeks. No part of this fee is refunded.

The diploma fee is not refunded.

Laboratory fees are refunded if a student is compelled to withdraw from the College, or from a course, within the first two weeks of a quarter, provided written application for such refund be made at the time of withdrawal.

Rooms are rented by the quarter in advance. No reduction is made for late registration or for an absence of less than two weeks.

Board is served on the cafeteria plan. All students living in the dormitories are required to purchase a minimum of four meal books at the beginning of the quarter.

No refunds are made except as specified above.

No student may enroll, graduate, or receive a transcript of his record until all accounts are settled. The term "transcript" includes application for the issuance or renewal of teaching certificates; the term "accounts" includes library fees, books or equipment not returned, and any other indebtedness to the College.

ENTRANCE AND CREDITS

THE SCHOLASTIC YEAR

The scholastic year of Memphis State College covers a period of forty-eight weeks divided into four quarters of twelve weeks each.

GENERAL TERMS OF ADMISSION

Statutory Provisions:—"White persons, residents of the state, who are not under sixteen years of age and who have completed the full four year course of an approved high school shall be admitted to the teacher college or state normal school, without tuition. Residents of the state over twenty-one years of age who have not completed a four year high school course may be admitted as special students, without tuition."—Code of Tennessee 1932, Section 2399.

Health.—No applicant will be admitted who cannot furnish evidence of being physically sound and free from contagious or infectious diseases and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher. Each entering student must be examined by the College physician.

Character.—Every applicant for admission must present a certificate of good moral character signed by a responsible person. The State is under obligation for the professional training of no person who is not qualified to exert a wholesome spiritual influence upon the lives of children.

ENTRANCE REQUIREMENTS

Freshmen are admitted by any one of the following methods:

1. By certificate from an approved or accredited high school showing the completion of a four-year course of not less than fifteen approved units.
2. By certificate and examination. An applicant from an unapproved school who presents a satisfactory certificate will be required to take examinations only in subjects covering four units of high school work taken in the senior year.
3. By examination. An applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units.

Young men and women who are twenty-one years of age and over, and who have not completed four years of high school work may be admitted as special students and permitted to take such courses as they are prepared for, provided that such special students must satisfy all entrance requirements to qualify for a certificate or a degree.

ENTRANCE CREDITS

Beginning students should present their high school record for entrance credits on or before the date of registration. Students failing to file entrance credits before their entrance will not be allowed to complete registration until this has been done. Students asking for advanced standing should have a transcript of their college record sent direct to the Registrar. College credits will be withheld until entrance credits are satisfied. All transcripts become the property of the College and will not be returned.

ADVANCED STANDING

Advanced standing will be granted to students who have completed in approved institutions courses equivalent to those counted by Memphis State College for credit towards its degree. Students asking for advanced standing may save themselves inconvenience or loss by presenting transcripts for evaluation before entrance. To be accepted for advanced standing at Memphis State College, a student must have a statement of honorable dismissal from the last institution attended.

Transfer students whose transcripts show credits with the lowest possible passing grade are subject to the following policy: Credits earned with the lowest passing grade are not accepted until the student has demonstrated his general ability by two or more quarters with an average grade of "C" or better.

Students requesting advanced standing on the basis of work done at unaccredited institutions are required to validate such work by examination. Application for advanced standing by examination must be made during the first quarter of attendance, and requirements for such credit must be met during the first year of attendance. Credit by examination is counted only towards graduation and is not to be transferred in less amount.

CREDIT BY CORRESPONDENCE OR EXTENSION

Memphis State College accepts credits earned by correspondence or extension, provided that such credits are taken from an institution which is a member of the Teachers College Extension Association, the University Extension Association, or the appropriate regional accrediting association. Not more than one-fourth of the credits applied on the bachelor's degree may be earned by correspondence or extension or a combination of the two.

No student is permitted to enroll for correspondence or extension courses while registered as a full-time student at Memphis State College. Part-time students are not permitted to enroll for correspondence or extension courses without the special permission of the Dean.

One quarter hour of credit is based upon one hour per week in lecture or recitations for one quarter; or upon two hours per week of laboratory work for one quarter.

QUALITY CREDITS

For each quarter hour of work upon which a grade of "A" is given, three quality credits shall be allowed; for each "B," two quality credits for each quarter hour; and for each "C," one quality credit for each quarter hour.

In evaluating college work accepted from other institutions using marks similar to those employed here ("A," "B," "C," "D," and "F," with "C" as the middle 50 per cent, and "F" as failure), the same values as to quality credits shall be assigned as provided above.

THE GRADING SYSTEM

The quality of work of each student is determined by his instructors at the end of each quarter. The grades are indicated by letters interpreted as follows: A, excellent; B, good; C, average; D, inferior; F, failure; I, incomplete.

The grades "A," "B," "C," "D," and "F," when once reported, can be changed only by the instructor who reported them, and then only after the faculty has voted approval of the change.

The grade "I" indicates that a student has not completed the work of the course, on account of illness, or for some other unavoidable cause. This grade may be changed by the instructor and credit allowed when the requirements of the course have been met, provided the work has been completed within the first four weeks of the next quarter the student is in residence; and provided further that the deficiency must be made up within one calendar year from the date the grade of "I" was given, even if the student has not re-entered this college. If the student fails to complete the work of the course within the specified time, no credit will be allowed for the course.

CLASSIFICATION OF STUDENTS

Students having fewer than 45 quarter hours of credit and 45 quality credits are classified as freshmen; students having 45-89 quarter hours of credit and 45-89 quality credits are classified as sophomores; students having 90-134 quarter hours of credit and 90-134 quality credits are classified as juniors; students having 135 or more quarter hours of credit and 135 or more quality credits are classified as seniors. All students are assigned to one of the four regular classes, except those granted permission to enter as special students.

CREDIT LOAD

The minimum number of hours for a regular student is twelve. Ordinarily, the maximum load is seventeen hours for students with a point average of less than two, and eighteen for those with a point average of two. (One point means an average of "C;" two points, an average grade of "B;" three points, an average grade of "A.")

Only those students who enter the first week of a quarter are allowed to make full credit; late entrants are required to limit their loads to sixteen hours or less.

Students with unsatisfactory records for any quarter are expected to carry a normal load of fifteen to seventeen hours the following quarter, unless they are given special permission to limit their loads because of illness or outside work.

ABSENCE, DROPPING, WITHDRAWAL

In no case is credit allowed in any course for which the student is not duly registered; and all courses for which the student is registered are recorded as passed, failed, or dropped.

After the first three meetings, a course may be dropped by permission of the Dean, on written approval of the instructor. Only under special circumstances will dropping be permitted after mid-term.

Withdrawal from a course without permission incurs a mark of "F."

Absence from final examination without excuse incurs a mark of "F."

Absences are counted from the first scheduled meeting of the class. Absences may be excused only by the instructor.

Withdrawal from the college should be reported to the Dean's office promptly. Neither a general withdrawal nor the dropping of individual courses is permitted after the examination period has begun.

SCHOLASTIC STANDARDS AND PROBATION

Students are expected to maintain a reasonable standard of scholarship. Any student beyond the first quarter of his freshman year whose quality credits fall below half the number of quarter hours for which he is registered is placed on probation for the next quarter enrolled. If the student fails to maintain this minimum standard during the probationary period, he is requested not to present himself for registration again. Regular students registered for 12 hours or more are expected to pass at least 9 hours, subject to the same probationary arrangement as that indicated above. Any student whose grade average is less than one quality point is considered to be deficient in scholarship.

THE HONOR ROLL

The honor roll for each quarter is composed of students who have attained a degree of excellence higher than is indicated by the minimum passing grade.

For the selection of honor students, the faculty has adopted the following regulations:

1. Only those students who matriculate for at least 12 hours credit, complete all courses, make some honor points and are otherwise in good standing, are eligible for the honor roll. Students on probation, and others who are scholastically deficient, are not eligible.
2. From the list of eligibles the highest ten per cent are selected on the basis of honor points earned.
3. For a grade of B, 5 honor points for each quarter hour are allowed: for a grade of A, 10 points.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

1. Residence as a regular student for not less than three quarters during the junior and senior years, provided that the last quarter shall be in residence.
2. The satisfactory completion of 198 quarter hours, at least seventy-two of which must be taken in courses numbered above 299.
3. The attainment of at least 198 quality credits: that is, a "C" average on all credits earned.
4. Physical education five days per week each quarter the student is registered until a total of six quarters has been completed. (This requirement may be waived wholly or in part on the recommendation of the College Physician.)
5. Satisfactory completion of nine quarter hours in English composition and nine quarter hours in English and American literature; nine quarter hours in American history; and twenty-seven quarter hours in the department of education.
6. One major subject with at least thirty-six quarter hours, and as many quality credits as quarter hour credits.
7. Two minor subjects, the first with at least twenty-seven quarter hours, the second with at least eighteen quarter hours.

Note: Education is a separate requirement, in addition to the major and the two minors. Not more than one-fourth of the credits offered for the degree may be in education.

Application for degree should be filed in the dean's office at the beginning of the senior year in order that a statement of the unfulfilled requirements may be given the student for his guidance. Diploma lists are closed by March 25. The Dean can accept responsibility for including only those people who have, on or before April 1, made application on proper forms furnished in his office.

CURRICULA FOR DEGREE AND CERTIFICATES

BASIC DEGREE CURRICULUM

- I. General requirements:
 - A. Physical Education 104, six quarters.... 6 quarter hours
 - B. English 111-12-13, 211-12-13.....18 quarter hours
 - C. History 211-12-13..... 9 quarter hours
 - D. Education 27 quarter hours
- II. Fields of Concentration:
 - A. Major subject.....36 quarter hours
 - B. First minor subject.....27 quarter hours
 - C. Second minor subject.....18 quarter hours
- III. Electives:

Sufficient courses to complete the total of 198 quarter hours

DEGREE CURRICULUM FOR ELEMENTARY TEACHERS

The candidate who wishes the Permanent Professional Certificate to teach in the elementary schools of Tennessee may meet the requirements of the State Department of Education by including in the courses offered for the degree those listed below:

Arithmetic for Teachers.....	3 quarter hours
Art 100-1-2; 203.....	9 quarter hours
Biology 103-5-6.....	12 quarter hours
Education 200, 206, 220.....	9 quarter hours
Education 208 or 403.....	3 quarter hours
Education 221-2-4-5 (any two).....	6 quarter hours
English 220 or Education 223.....	3 quarter hours
English 111-12-13; 211-12-13.....	18 quarter hours
Geography 121-22-23.....	9 quarter hours
History 211-12-13.....	9 quarter hours
Health 102, 103, 241.....	9 quarter hours
Music 115, 116, 203.....	7 quarter hours
Physical Education 100-1-2.....	6 quarter hours

The candidate's choice of major and minors, and his choice of elective courses in education, should be made with the needs of the elementary schools in mind.

TWO-YEAR CURRICULUM FOR ELEMENTARY TEACHERS

A student who wishes to do so may complete requirements for the elementary teaching certificate by taking during his freshman and sophomore years all the State-specified courses listed in the preceding section, and may then begin his teaching career.

DEGREE CURRICULUM FOR HIGH-SCHOOL TEACHERS

The candidate who wishes the Permanent Professional Certificate to teach in the high schools of Tennessee may meet the requirements of the State Department of Education by including in the education courses offered for the degree the courses listed below:

Education 200, 205, 211.....	9 quarter hours
Education 300, 302, 307, 309, 311, 312	
(any three listed in line above).....	9 quarter hours
Education 400, 406, 407.....	9 quarter hours

A graduate who has met the education requirements outlined above may be certified to teach each of the high-school subjects in which he has met the quarter-hour requirements specified by the State De-

partment of Education. For a statement of the requirements for each subject or group of subjects, the candidate should consult the Registrar, the Dean, or his major professor.

SUPERINTENDENT'S AND SUPERVISOR'S CERTIFICATES

Students preparing for careers in elementary or secondary education may, after acquiring the necessary experience, be qualified for special certificates in the fields of supervision and administration, provided they have complied with the requirements set forth for such certificates. Special attention is called to the two certificates described in the next two paragraphs.

A Permanent Professional Certificate for County Superintendent may be issued to a person who has (1) graduated from a college approved by the State Board of Education; (2) completed 27 quarter hours in education as prescribed by the State Board of Education; (3) had 24 months experience as teacher or supervisor; (4) is not less than twenty-four years of age.

See p. 29 of copy for "A Permanent Professional Supervisor's Certificate."

DEGREE CURRICULUM FOR GRADUATE NURSES

Designed for Teachers, Supervisors, and Administrators in Schools of Nursing.

I. Entrance requirements:

- A. Completion of a full four-year course in an approved high school, with at least fifteen units.
- B. Graduation from a school of nursing approved by proper accrediting authority.
- C. Registration as a graduate nurse in one or more states.
- D. Evidence of ability and aptitude for educational work.

II. Advanced standing:

- A. The College will allow 45 to 54 quarter hours for the standard three-year program of basic nursing training.
- B. Advanced standing credit for additional work taken at an accredited college is subject to the compatibility of such credits with the requirements of this curriculum and with the student's program of studies.

III. General requirements:

- A. Physical Education 104, three quarters.. 3 quarter hours
- B. English 111-12-13; 211-12-13.....18 quarter hours
- C. History 211-12-13 9 quarter hours
- D. Education27 quarter hours

IV. Fields of concentration:

A. Major subject.....	36 quarter hours
B. First minor subject.....	27 quarter hours
C. Second minor subject.....	18 quarter hours

V. Electives:

Sufficient courses to complete the total of 198 quarter hours.

The candidate should announce her choice of major and minors at the time of her entrance, and should file a copy of her study program in the Dean's Office not later than the beginning of her junior year.

SPECIALIZED CURRICULA

The curricula listed above are designed primarily for the education of prospective teachers. The Basic Degree Curriculum also provides opportunities.

- (1) for a general education, with the major and minors in the humanities and sciences;
- (2) for a combination of general education in arts and sciences with such vocational or semi-professional fields as commerce, home economics, and industrial arts;
- (3) for pre-professional education leading to later studies in such fields as dentistry, engineering, law, medicine, medical technology, and theology;
- (4) for terminal education running for a period of one, two, or three years in such fields as general business training, industrial chemistry, drafting, home economics, metalworking, secretarial training, and woodworking.

Special study programs are worked out for students desiring to follow courses in any of the fields indicated or in any other fields to which the course offerings of the College are adaptable.

Students preparing to enter employment at the end of a limited period of study should plan their study programs with the advice of the head of the department in which most of their work will be taken.

Students who are advised not to become teachers may be excused from a part of or all the education requirement, according to the needs of their individual study programs.

PRE-PROFESSIONAL CURRICULA

Pre-professional students preparing for medicine, dentistry, or other professions with similar educational standards may, by spending three years in pre-professional study, qualify for the Bachelor of Science degree at the end of their first year of professional study. Students planning to follow such a curriculum should submit their study programs for approval by the major professor and the dean no later than the beginning of the sophomore year.

MAJORS AND MINORS

Two types of majors are accepted for the Bachelor's degree:

- (1) 36 quarter hours in any one subject in which the College offers courses covering four years, provided that at least 15 quarter hours shall be in courses numbered above 299;

- (2) A group major consisting of at least 27 quarter hours in one subject and at least 9 quarter hours in one other related subject, both subjects to be chosen from one of the groups listed below:

Group 1—Biology, chemistry, physics.

Group 2—Economics, geography, history, sociology, political science.

Group 3—Commerce, economics.

Group 4—French, Latin, Spanish.

Group 5—Art, music, physical education. (For elementary teachers.)

Two types of first minors are recognized:

- (1) 27 hours in one subject, provided that at least 6 quarter hours shall be in courses numbered above 299;
- (2) a group minor consisting of at least 18 quarter hours in one subject and at least 9 quarter hours in one other related subject, provided that such a group minor will qualify a student to teach two or more subjects in the public schools.

A second minor ordinarily consists of 18 hours in one subject. Special permission to group two closely related subjects for the second minor must be procured from the major professor and the Dean.

All prospective candidates for the Bachelor's degree are expected to file in the Dean's Office a declaration of choice of the major field not later than the beginning of the junior year. The advice and approval of the major professor shall be sought in the choice of minors, and a declaration of the choice of minors should be filed in the Dean's Office as soon as the choice has been made.

DEPARTMENTS OF INSTRUCTION

Courses numbered from 100 to 199 are of freshman rank; 200 to 299, sophomore rank; 300 to 399, junior rank; 400 to 499, senior rank. Figures in parentheses following the title of a course indicate the number of quarter hours of credit.

The instructional hour is fifty-five minutes. The notations concerning lecture and laboratory hours indicate the number of hours devoted to each type of instruction each week when the course is offered for twelve weeks. In the absence of such a notation, the course is conducted with as many weekly lectures as the number of hours of credit. Courses which are offered on the accelerated plan have the number of lecture and laboratory hours increased in the proportions indicated. The term "lecture" includes both lecture and recitation; the term "laboratory" includes work in science laboratories, practice hours in music and physical education under the personal supervision of the instructor, and time spent on field trips escorted by the instructor.

A freshman or sophomore course may be withdrawn if fewer than ten students register for it; a junior or senior course, if fewer than five.

THE ARTS

Mr. Kennedy*, Mr. Austin, Mr. Street†, Miss McCormack, Mr. Snyder

Art and Penmanship

Art 100—Art Education in the Primary Grades. (2).

A course designed for teacher training in the theories and practice of art education in the primary grades through participation in problems based on children's interests and activities. Manuscript writing is included in this course. One hour lecture; two hours laboratory.

Art 101—Art Education in the Elementary Grades. (2).

A continuation of 100 with a more comprehensive study of the principles and developments of the different phases of art taught in the elementary grades. One hour lecture; two hours laboratory.

Art 102—Art Education for Intermediate Grades and Junior High School. (2).

Problems providing opportunity to develop skill in representation through the use of pencil, tempora, block printing, and lettering. One hour lecture; two hours laboratory.

Art 200—Representative Drawing, Design. (2).

This course is particularly designed to give practice in creative art expression. Problems in drawing, color, design, and applied art will be studied. One hour lecture; two hours laboratory.

Art 201—Poster Design. (2).

This course is designed to lead the student to a knowledge of advertising through experience in the use of design, principles of color, and lettering. The place of the poster in the school curriculum is emphasized. One hour lecture; two hours laboratory.

Art 202—Drawing and Composition. (2).

This course deals with the analysis and construction of form, emphasizing perspective, composition, and technique. Media are pencil, pen and ink, charcoal, and watercolor. One hour lecture; two hours laboratory.

*Resigned April 1, 1945.

†On military leave of absence since October 16, 1945.

Art 203—Elementary Art Appreciation. (3).

This course seeks to endow the student with new attitudes toward life, to arouse his interests, and to develop a genuine appreciation for the great art of the world. Three hours lecture.

Art 300—Art Appreciation. (3).

This course offers an opportunity for appreciative study with special reference to creative periods and their relation to the development of man; to recognize the value of art as an educational, cultural, and social force to the extent that it expresses thought of the people of any age. Three hours lecture.

Art 301—Arts and Crafts. (3).

Processes and problems in applied design. Topics—Textile decoration in batik, stencil and block printing, wood carving, weaving, and other craft problems suitable to school and club work. One hour lecture; four hours laboratory.

Art 302—Advanced Drawing and Painting. (3).

Work is done in various selected mediums from original still life arrangements of flowers emphasizing value, texture, and tone. One hour lecture; four hours laboratory.

Penmanship 100—Teaching of Penmanship. (1).

The purpose of this course is to teach the principles of an easy and legible business style of writing. The main purpose of the course is pedagogical. Two hours laboratory.

Penmanship 101—Teaching of Penmanship. (1).

This is a continuation of Penmanship 100.

Industrial Arts**100, 101, 102—Bench Woodwork. (3, each quarter).**

Fundamentals of hand woodworking, care and use of bench tools and simple finishing. Special emphasis is placed on types of work carried on in the school work shop. One hour lecture; four hours laboratory.

110, 111, 112—Mechanical Drawing. (3, each quarter).

A general course covering the fundamentals of mechanical drawing, including lettering, orthographic projections, working drawings, isometric drawings, cabinet drawings, and content. One hour lecture; four hours laboratory.

120—Blue Print Reading and Sketching (3).

A course designed to provide training in sketching and the ability to interpret drawings. It has been planned to cover the principles of engineering drawing as an introduction to the study of typical blue prints common to branches of industrial production and building construction. One hour lecture; four hours laboratory.

200—General Shop, Sheet Metal. (3). 201—General Shop, Wrought Iron. (3). 202—General Shop, Elementary Electricity. (3).

Continuation of courses in bench work with manipulative work in cold metal, sheet metal, simple pattern making and elementary electricity. A number of projects of the type suitable for the public schools are completed by each student. One hour lecture; four hours laboratory.

220, 221—Industrial Arts for Elementary Teachers. (3, each quarter).

The course consists mainly of operations in simple woodwork, wood finishing, toy making, and a study of materials adaptable to the elementary activity program. One hour lecture; four hours laboratory.

222—Home Mechanics. (3).

A typical course in Home Mechanics. The problems and projects to be selected from the mechanical operations carried on in the maintenance and repair of the average home. One hour lecture; four hours laboratory.

300, 301, 302—Advanced Furniture Construction. (3, each quarter).

This course aims to give instruction in the principles of furniture construction including the fundamental principles underlying structural design. One hour lecture; four hours laboratory.

310, 311, 312—Upholstering. (3, each quarter).

In this course are offered the fundamental operations performed in elementary upholstery along with the study of materials. Special emphasis is placed on the types of work which are carried on in the school work shop. One hour lecture; four hours laboratory.

330, 331, 332—Advanced Mechanical Drawing (3, each quarter).

A continuation of mechanical drawing involving a study of machine elements, shop processes, structural drafting, and engineering graphs and charts. Some time is spent in reproduction and duplication of engineering drawing. One hour lecture; four hours laboratory.

400, 401, 402—General Metal Work. (3, each quarter).

This course is designed to give students an acquaintance with various activities in the field of bench metal work, consisting of cutting, filing, bending, shaping, heating, and finishing. Oxy-acetylene and electric welding work, embracing the use of torch for cutting; metal lathe work, involving various metal turning processes and tool usage. One hour lecture; four hours laboratory.

404—Organization of the General Shop. (3).

A study of the organization of the general shop, pupil personnel, equipment planning, teaching aids and demonstrations. Three lectures.

410, 411, 412—Machine Woodworking (3, each quarter).

An advanced course in woodworking designed to give training in the fundamentals of machine woodworking as applied to cabinet working and carpentry. One hour lecture; four hours laboratory.

Music

All students working for credit in Music 180, 181, 182, 220, 221, 222, 330, 331, 332, and 350, 351, 352 are required to participate in all public performances of these groups.

110—Foundation Work in Music. (2).

Singing easy songs, rudiments, sight reading, ear training. One hour lecture; two hours laboratory.

111—Singing-Reading. (2).

Development of tonal vocabulary, chromatics, major and minor scales, intervals, sight reading. One hour lecture; two hours laboratory.

112—Sight Singing and Theory. (2).

Song singing, three and four parts, interval and chord study, dictation work, sight reading exercises. One hour lecture; two hours laboratory.

115—Public School Music for Primary Grades. (2).

A study of the types of composition most suitable for the taste and voices of small children, with attention to the development of appreciation, and with demonstrations of effective methods of teaching music to children. One hour lecture; two hours laboratory.

116—Public School Music for Intermediate Grades. (2).

Principles and procedures for grades 4, 5, and 6. A study of the child's voice and the rote song. Observation in the training school will be conducted from time to time. One hour lecture; two hours laboratory.

180, 181, 182. Band and Orchestra Instruments. (2, each quarter).

Group method of study and teaching of band and orchestral instruments. One hour lecture; two hours laboratory.

200, 201, 202—Elementary Harmony. (3, each quarter).

Scales, intervals, chords, triads, sevenths and ninths with their inversions, dictation and ear training work, harmonizing given melodies and bases, keyboard work. Prerequisite: 112 or its equivalent. Three hours lecture.

203—Elementary Music Appreciation. (3).

Musical beginnings; early Christian Church music; days of knight-hood; folk music, classical music of courts and kings; music of the Revolution; Romanticism; modern music—the voice of America. Three hours lecture.

220, 221, 222—College Chorus and Glee Club. (1, each quarter).

Choruses and part songs from the standard light and grand operas. Two hours per week. Fee, 75 cents.

230, 231, 232—Junior Band and Orchestra. (2, each quarter).

Class instruction; standard marches; marching band work; music suitable for athletic events and parades. One hour lecture; two hours laboratory.

240, 241—Drum Major and Marching Tactics. (1, each quarter).

Drum major and majorette; marching tactics, block and letter formations. Two hours laboratory.

250, 251, 252—Piano. Class Lessons. (2, each quarter).

Opportunities are offered for class piano instruction. Actual experience in class piano procedures, using the piano and individual practice key boards. One hour lecture; two hours laboratory.

300, 301, 302—Advanced Harmony. (3, each quarter).

Altered chords, analysis, composition, key board work. Counter-point—two part, three part, and four part, strict and free forms. Instrumentation and orchestration—The playing range and use of orchestral instruments and arranging for different ensembles. Three hours lecture.

330, 331, 332—Advanced Band and Orchestra. (2, each quarter).

Class instruction. Standard overtures, suites and symphonies are studied. One hour lecture; two hours laboratory. Prerequisite: Music 182 or equivalent.

350, 351, 352—Ensemble Singing. (2, each quarter).

Mixed voices, sacred and secular music, a capella singing. Cantatas, operettas, oratorios, operas and biographies of their composers studied. Song repertoire for choral clubs. Public performances. One hour lecture; two hours laboratory.

360, 361, 362—Musical Production. (1, each quarter).

400—History of Music. (3).

The different periods or epochs in the development of music are studied. Much music representative of the various epochs is heard through the Orthophonic. Special attention is given to polyphonic music in the early church and the development of the opera. Three hours lecture.

401—Biography of Composers. (3).

The great classic, romantic, and modern composers, together with their compositions, are studied. Much of their music is heard through the Orthophonic. Special attention is given to the symphony and art song. Three hours lecture.

402—Music Appreciation. (3).

A course for any who are interested in the aesthetic value of music; also its correlation with literature. Special attention is given to the symphonic poem, programmatic overture, etc. Three hours lecture.

412—Conducting. (3).

A study of the fundamentals of conducting in the choral field with special emphasis on certain choral conducting techniques. To acquaint and prepare prospective teachers with techniques and actual practice in conducting various types of ensembles. Each student will have the opportunity to train and conduct a vocal group in several numbers. Three hours lecture.

BIOLOGY

Mr. Moore, Mr. Freeman, Miss Collins, Miss Collinsworth

100—Nature Study. (3).

A course to encourage an interest in living things in relation to their environment, to develop the observational powers of the student, and to discover the aesthetic and cultural values of Nature Study in the grades. Two hours lecture, two hours field or laboratory work.

103—General Biology. (Plant Biology). (4).

A survey course designed to introduce students to fundamental biological principles and processes studied from the standpoint of natural history, identification characteristics, physiological functions, adaptation, interrelationships, and economic importance. Two hours lecture; four hours laboratory.

105—Zoology. (4).

A continuation of Biology 103 in which the same plan of study is applied to invertebrate animals exclusive of Arthropoda. Two hours lecture; four hours laboratory.

106—Zoology. (4).

A continuation of Biology 105 in which the same plan of study is applied to the Arthropoda and to selected types of vertebrate animals. Two hours lecture; four hours laboratory.

121—Anatomy. (4).

A detailed study of the structure of the human organism, but with physiological correlations whenever advisable. Lectures, demonstrations, and laboratory exercises. Two hours lecture and four hours laboratory.

122—Physiology. (4).

A continuation of 121. Physiological considerations predominate, but additional anatomical and histological studies are included where needed to clarify the subject. Two hours lecture, four hours laboratory.

130—Microbiology. (4).

Lecture-demonstrations, recitations, and quizzes are closely correlated with laboratory practice to develop an understanding of the characteristics and activities of micro-organisms and their relations to health and disease. Microscopic study and laboratory practice in some of the basic aseptic techniques are emphasized. No prerequisite, but General Chemistry is advised. Two hours lecture; four hours laboratory.

200—General Botany. (4).

The structure and physiology of the higher seed plants will be studied. Two lectures; four hours laboratory.

201—General Botany. (4).

The morphology and classification of the lower plant forms, especially the algae, the fungi and the mosses. Two hours lecture; four hours laboratory. Prerequisite: Biology 200.

202—General Botany. (4).

A continuation of 201, dealing especially with ferns and gymnosperms, also the geographical distribution and general ecological relations of plants. Two hours lecture; four hours laboratory.

203—Field Botany. (4).

A study of the families of spring flowers; the collection, naming and mounting of representative specimens. This course may be taken in the spring quarter of the freshman year. Three hours lecture; two hours laboratory.

211—Entomology. (4).

An introductory course in which emphasis is placed upon insects of economic importance. A representative mounted collection of local insects is required. Two hours lecture; four hours laboratory.

220—Fruit Growing. (3).

A study of the principles of fruit growing, with special emphasis on the production of fruit for home consumption. Fruits regularly grown in home orchards of West Tennessee will be considered, but emphasis will be placed upon apples, peaches, and small fruits. Three lecture-recitations per week; field trips.

300—Genetics. (4).

The general principles of genetics are studied, but plant material mainly is used for demonstration. Three hours lecture; two hours laboratory. Prerequisite: twelve hours of Biology, including Biology 200 or 201.

302—Bacteriology. (4).

Microorganisms, especially bacteria, yeasts and molds, will be studied in their biologic and economic aspects. Open to juniors and seniors who have had Biology 201. Two hours lecture; four hours laboratory. Prerequisite: twelve hours of Chemistry.

310—Landscape Gardening. (3).

A study of landscape ornamental plants and planting plans. Three hours lecture-recitations per week; field trips.

315—History of Biology. (3).

The development of the biological sciences from early times and the influence of some of their contributions. Three hours lecture. Prerequisite: Twelve quarter hours credit in biological science.

320—Forestry. (3).

A study of trees in regard to their identification, strength and uses of wood, destructive agents, their requirements for growth, and their economic aspects. Two hours lecture; two hours laboratory.

330—Comparative Anatomy of Vertebrates. (4).

A comparative study of the organs and systems of selected forms of vertebrates. Two hours lecture; four hours laboratory. Prerequisite: Biology 105 and 106.

331—Comparative Anatomy of Vertebrates. (4).

Continuation of Biology 330. Two hours lecture; four hours laboratory. Prerequisite: Biology 330.

332—Vertebrate Embryology. (4).

A consideration of the fundamentals in the development of selected vertebrate embryos from the fertilized egg cell. Two hours lecture; four hours laboratory. Prerequisite: Biology 330 and 331.

340—Ornithology. (3).

A study of the habitats, migrations, nesting habits and the classification of birds. Field trips for recognition of the more common local birds will be organized as needed. Two hours lecture; two hours laboratory. Prerequisite: Twelve hours of biology, including Biology 106.

350—Plant Physiology. (4).

The functions of the morphological parts of plants and their reaction to their environment. Three hours lecture; two hours laboratory. Prerequisite: Twelve hours in the biological sciences. Biology 200 and 201 are desirable.

351—Plant Physiology. (4).

A continuation of Biology 350. Three hours lecture; two hours laboratory. Prerequisite: Biology 350.

352—Ecology. (4).

A study of the interactions between organisms and their environment. Consideration is given to plant and animal societies that develop in response to their environmental factors. Three hours lecture; two hours laboratory. Part of the laboratory will be done as field work. Prerequisite: Twelve hours in the biological sciences.

403—Plant Histology. (4).

A detailed study of plant tissues, and the killing, staining and mounting of sections to make permanent slides. Open to juniors and seniors who have had Biology 200 or 202. Two hours lecture; four hours laboratory.

404—Animal Histology. (4).

A detailed study of animal tissues, and making of permanent microscope slides. Open to juniors and seniors who have had eight hours of zoology. Two hours lecture; four hours laboratory.

COMMERCE

Mr. Frizell, Miss Johnson

The objective in commerce is three-fold. It provides teacher-training for those desiring to enter the field of high school instruction; office-training for those students who are desirous of general employment in business offices as accountants or as secretaries; and general business training for those who plan to serve business in some executive capacity. Students preparing for teaching positions should offer a major in commerce as a part of their curriculum for the bachelor's degree; those preparing for general office work should specialize in accounting, shorthand, and typewriting; while those preparing for executives should specialize in accounting, business law, business administration, and economics.

All majors in commerce are expected to complete nine quarter hours in economics.

Accounting

221—Elements of Accounting. (3).

A study of those simple business activities which develop the need for accounting records and reports. Problems illustrating a single enterpriser are studied. No previous knowledge of accounting is required for entrance. One hour lecture; two hours laboratory. Open to freshmen.

222—Elements of Accounting. (3).

A continuation of Accounting 221. Valuation accounts; deferred items; and the voucher system are introduced. Records and accounts peculiar to the partnership relation are studied. A practice set based on the sole enterpriser is required. One hour lecture; four hours laboratory. Open to Freshmen.

223—Elements of Accounting. (3).

A continuation of Accounting 222. Problems based upon the dissolution and liquidation of partnership are studied. The nature and characteristics of accounts peculiar to the corporation are inquired into. A practice set based on the partnership and the corporation is required. One hour lecture; four hours laboratory. Open to freshmen.

321—Principles of Accounting. (3).

Classification of accounts appearing on financial statements; analysis of financial statements; accounting for non-profit organizations; insolvency. A practice set illustrating a manufacturing business organized as a corporation is required of all. Prerequisite, Commerce 223.

323—Introductory Cost Accounting. (3).

General principles of cost accounting; interlocking of cost records with the general records; requisition of materials; allocation of manufacturing expenses; job order cost systems. Prerequisite, Commerce 321.

421—Auditing Theory and Practice. (3).

A study of the theory and the practice of auditing; illustrative problems provide a foundation for professional practice. Principles and accepted procedures of the present-day accountant are presented to the student.

Business Law**331—Business Law. (3).**

This course offers the student a usable knowledge of the principles governing the formation of contracts. The Essentials of Contracts, the Principles of Agency, the Law of Partnerships, and the Law of Corporations are the only topics discussed. Open to juniors or seniors only.

332—Business Law. (3).

A continuation of Business Law 331. Sales; Negotiable Instruments; Bailments; Insurance; Real and Personal Property.

333—Business Law. (3).

The principal topics covered are Employer and Employee; Principal and Surety; Landlord and Tenant; Torts and Business Crimes; and the Law of Insolvency. Prerequisite: Commerce 331.

Economics and Administration**341—Marketing. (3). (Also listed as Economics 341.) Prerequisites: Economics 211, 212, 213.**

A study of the essentials of our present day market structure. The functions of concentration and of dispersion with their allied activities are studied. Emphasis is placed on agricultural products and merchandise.

441—Business Administration. (3).

A study of the internal problems of business management. Problems in finance, marketing, personnel, production, and standards and records are discussed. Prerequisites, economics and junior or senior classification.

442—Business Organization and Combination. (3).

A study of the external factors influencing business. The main topic discussed relates to the legal form of the business undertaking. Other

problems studied are the business cycle, public relations, and government regulation. Prerequisites, junior or senior classification with a knowledge of business law and accounting.

Finance

411—Investment Principles for the Individual. (3).

An introduction to some fundamentals in personal finance, including problems that arise in purchasing a home, real estate, life insurance, bonds, and stocks. A knowledge of economics and accounting is an essential background for these fundamentals. Intended primarily for seniors.

412—Money and Banking. (3). (Also listed as Economics 412.). Prerequisites: Economics 211, 212, 213.

An introduction to the principles of money, banking, and banking practice. Monetary systems, standards, and the operation of the Federal Reserve System. The theory of bank debits, money values, and clearing house activities.

413—Public Finance. (3). (Also listed as Economics 413.) Prerequisites: Economics 211, 212, 213.

A course in the field of public finance and taxation. A study of public expenditures; sources of public revenues; government borrowing; our national tax system; and the effects of public indebtedness.

Shorthand

251—Fundamentals of Shorthand. (4).

A study of the elementary principles of Gregg shorthand. Open to sophomores and to freshmen who have had not more than one year of high school shorthand.

252—Advanced Principles of Shorthand. (4).

A continuation of Fundamentals of Shorthand 251. Emphasis is placed on brief forms and words of high frequency preliminary to a sure foundation for dictation and transcription. Open to any who have completed more than one year of high school shorthand.

253—Shorthand Reading and Dictation. (4).

A review of fundamentals; reading and dictation of letters and articles. The course is designed for greater speed and facility in writing. Open to any who have completed Advanced Principles of Shorthand 252 and Advanced Typewriting 163 or who may be enrolled in Typewriting 163.

351—Shorthand Transcription. (3).

A development of an understanding of the principles involved in transcribing notes. The English factors necessary for correct and accurate transcription are stressed, along with letter and report arrangement. Two hours lecture and two hours laboratory per week. Prerequisite: Shorthand 253.

352—Speed Building in Shorthand. (3).

This course is planned for developing speed in dictation and transcription of general business terms. Advanced principles in phrase building are studied. Prerequisites, Commerce 163 and 253.

353—Speed Building in Shorthand. (3).

This is a continuation of the study begun in Speed Building 302. Speed in dictation and transcription of special business terms used in our industries and professions is the primary objective. Ability to take dictation at the rate of 125 words per minute and to transcribe accurately and attractively must be sustained.

451—Secretarial Training and Office Practice. (3).

This is a study of the qualifications, duties, and training of a secretary. General attitude, confidential affairs, and the relation of secretarial work to other phases of office work are stressed. Acquaintance with office machines and details of secretarial equipment and work are required of the student. Prerequisite, Shorthand 351.

TYPEWRITING**161—Beginning Typewriting. (3).**

A study of the fundamentals of touch typewriting. Accuracy, rhythm, and technique are stressed. Sustained ability to write twenty-five words net per minute must be acquired. Not open to those who have had high school typewriting. One hour lecture and four hours laboratory per week.

162—Intermediate Typewriting. (3).

Emphasis is placed on letter writing and outlines. Speed and accuracy are increased. Sustained ability to write thirty-five words per minute net must be acquired. One hour lecture and four hours laboratory per week. Prerequisite: Typewriting 161 or one year of high school typewriting.

163—Advanced Typewriting. (3).

A review of letter writing and of manuscript preparation; tabulation; stencil cutting; speed practice. Sustained ability to write forty-five words per minute net must be acquired. One hour lecture and four hours laboratory per week. Prerequisite: Typewriting 162.

261—Training for the Office Typist. (3).

An intensive training for the problems met by the office typist; a study of the use to which typewriting will be put and not a study of the mere form. The student shall prove ability to write at least sixty words per minute with a maximum of five errors. One hour lecture and four hours laboratory per week. Prerequisite: Typewriting 163.

EDUCATION

**Mr. Hughes, Mr. Steere, Mr. Deen, Mr. Mitchell, Miss Rawls,
Mrs. Cobb, Miss Oakley**

200—General Psychology. (3).

Through the study of the natural capacities of the human organism, concepts of educability and of the directions in which man may be educated are developed in this course. The course brings out the close relation of the mental and physical and emphasizes the necessity of mental health for educability and social effectiveness.

205—Educational Psychology. (3).

This course is limited to the study of learning, or habit formation; learning as a natural phenomenon; the biological purpose of learning

and its significance for the curriculum; conditioning as an explanation of learning; positive and negative aspects of improvement, and the meaning of practice. Frequent applications to the learning of school subjects are made.

206—Child Psychology. (3).

A study of types of mal-adjustment most frequently found among pupils; adjustment to the curriculum, to the administration, to the teachers, to other pupils, to the home and community, and to personal problems.

208—Observation, Participation, and Practice Teaching in elementary grades. (3).

211—Principles of Secondary Education. (3).

A study of the major problems of secondary education and their historical background; the course of study and organization of instruction; student organization and government; relation of secondary education to elementary and higher education; standards and requirements for Tennessee schools.

220—Primary Education. (3).

In this course the necessity for establishing the habits in reading, writing, spelling, pronunciation, simple sentence structure, fundamentals in arithmetic, etc., that determine the pupil's success in all further education, is emphasized. Approved techniques for developing these habits are studied, along with the principles of child psychology involved in the formation of attitudes favorable to teaching.

221—Social Studies in the Elementary Grades. (3).

How pupils at the elementary level may be led to a better understanding of their political, economic, and social relations by the use of materials at hand in school books, newspapers, and the affairs of the community. The importance of social problems as topics for oral and written discussions is emphasized.

222—Natural Science in the Elementary Grades. (3).

The course deals with the elementary principles of the astronomical, geological, biological, chemical, and physical sciences, and methods of simple demonstration and experimentation. The importance of learning to speak and write with accuracy and precision is emphasized.

223—Literature in the Elementary Grades. (3).

Outline history of literature for general background is followed by studies of approved lists for childrens' reading in the different types of literature. The student must become familiar with a minimum number of selections and show ability to teach them. Special emphasis upon the memorization of gems of literature, their value as permanent personal possessions, and their use as models for creative writing.

224—World History in the Elementary Grades. (3).

World history in outline, with emphasis upon the need for historical perspective for understanding the modern world. The importance of history as a study of causes and consequences in human behavior. How to use the dramatic episodes in history to stimulate feeling for justice and democracy. The use of history topics for oral and written exercises is stressed.

225—The Teaching of Arithmetic and Junior High School Mathematics. (3).

A philosophy for the teaching of arithmetic and junior high school mathematics; objectives; historical development; fundamental guides in teaching the chief units; diagnostic and remedial work; observations; lesson plans.

300—History of Education. (3).

An analysis of various conceptions of education that have prevailed at different periods from the Hebrews, Greeks, and Romans to the present, pointing out the elements that should be included in a modern philosophy of education. Due emphasis is placed upon American history of education.

302—Modern Philosophies of Education. (3).

A study of the place and function of education in American life; an examination of the major issues in education and of the views of Dewey and other leaders in education; consideration of new problems in education arising from changing economic and social conditions; new opportunities for the schools arising from the scientific study of human nature.

303—Studies in Personality. (3).

This course is an introduction to the mental hygiene aspect of modern education. The contributions of Freud, Jung, Adler, and Watson are discussed. Some techniques for the study of personality are introduced. Fee 50 cents.

306—Guidance and Counseling. (3).

This course emphasizes the duty of the teacher to discover unusual capacities and deficiencies and to make provisions for them. Aptitude tests, vocational interest tests, and the Binet Intelligence Scale are studied. Personal problems of pupils as factors in adjustment to school life, the importance of right attitudes toward teachers, studies, and other pupils, and the purposes and methods of private conferences, are emphasized.

307—The Psychology of Adolescence. (3).

A study of the characteristics of the adolescent stage of development that should be taken into account in teaching and planning the high school course of study and in the supervision of the extra-curricular activities in the high school.

309—Educational Measurements. (3).

This course deals with the principles underlying the construction of objective tests, with practice in the construction of new type tests, and with the elements of statistical procedure necessary for the interpretation of school measurements.

311—The Secondary School Curriculum. (3).

In this course an attempt is made to determine the functional teaching objectives for the various high school subjects; ways of attaining these objectives, and how the different subjects should be integrated in the high school curriculum. This course should precede Materials and Methods in the Major or Minor Subject.

312—High School Administration. (3).

The Tennessee high school laws and the standards set up by the State Board of Education for high schools; problems met in the adjustment of the schools to these requirements; the administration of athletics and other extra-curricular activities, and discipline, schedules, records, etc.; the Public Laws of Tennessee.

400, 401, 402—Materials and Methods in Major and Minor Subjects. (3 to 9).

403, 404, 405—Practice Teaching in Elementary Grades. (3 to 9).

406, 407, 408—Practice Teaching in High School Subjects. (3 to 9).

409—Workshop for Teachers. (8).

A course designed to meet the needs of the teacher in service by offering an opportunity to work co-operatively on problems which are real to teaching situations, and which meet the needs of the individual. There will be opportunities for individual consultations, observation in the Training School, exploration of the community, and social development.

HEALTH AND PHYSICAL EDUCATION

Dr. Hudson, Mr. Curlin, Mrs. Blackman, Mr. Davis, Mr. Jamerson

Courses are planned with the following aims: (1) To furnish healthful exercise and recreation; (2) to meet the demand of all elementary and high school teachers conducting certain classes in physical education; (3) to train men and women as leaders in physical education, physical directors, and coaches.

Women taking work in physical education must provide tennis shoes and regulation uniforms; men must provide white athletic shirts and white trunks, and rubber shoes.

All students are required to report to the College Physician for physical examination. This is for the purpose of advising them not only as to physical exercises, but as to their general health.

Health

100—Physiology. (3).

A course in human physiology from the standpoint of college students and teachers. Three hours lecture; two hours laboratory.

101—Personal Hygiene. (3).

A survey of factors which affect personal health and introduction of methods used in preventing disease in the individual. Three hours lecture. Prerequisite: Health 100.

102—Community Hygiene. (3).

Community health problems and control agencies. A study of the development of community hygiene; environmental health hazards and their control; the community attack on specific diseases and the functions of public health agencies. Three hours lecture. Prerequisite: Health 100.

103—Health Education. (3).

This is a course designed to develop attitudes, habits and ideals for healthful living on the elementary grade level. Attention will be given to the various health problems; elementary physical diagnosis of remediable defects and communicable diseases; correlating health instruction with other subjects of the curriculum. Three lectures a week.

200—School Hygiene. (3).

Study of methods designed to promote the health of school children through the detection and correction of physical and mental defects, limitation of preventable diseases, maintenance of a healthful mental and physical environment, training in health habits, and the cultivation of desirable attitudes towards life. Three lectures a week. Prerequisite: Health 100.

201—Health Education. (3).

Study of classroom problems in hygiene and of material recommended for classroom use at various levels. Three lectures a week. Prerequisite: Health 100 and 200.

241—Nutrition. (3).

See Home Economics 241.

Physical Education

100, 101, 102—Plays and Games for Elementary Schools. (2, each quarter).

First term devoted to grades 1, 2, 3.

Second term devoted to grades 4, 5, 6.

Story plays, singing games, hunting games, and elements of athletic games will be studied. Two hours lecture.

103 a, b, c—Special Exercises. (1, each quarter).**104—Conditioning Exercises and Games. (1).**

Required for freshmen and sophomores, and for upperclass students who have had less than six quarters of this course. A minimum of six quarters required for graduation, unless the student has been excused on the recommendation of the College physician. Five exercise periods.

107—Tennis. (1).

This course is primarily for practice periods for students wishing exercise from this sport. Placement tests will be given to determine improvement on forehand, backhand drives, and service. Two hours laboratory.

108a—Swimming for Beginners. (1). (Nominal fee for use of pool.)

Fundamentals of swimming, such as correct breathing, floating on back, floating face down, recovering standing position after floating, water games to instill confidence, elementary back stroke, breast stroke, and beginners crawl. Two hours laboratory.

108b—Swimming for Intermediates. (1). (Nominal fee for use of pool.)

Individual attention is given in the different strokes, so that each person may advance according to ability. Instruction will be given toward the Red Cross Life Saving test, and in games, stunts, and novelty races. Two hours laboratory.

109, 110, 111—Leisure Time Activities. (1 each quarter).

This course presents opportunity to develop skills in activities which may safely be continued throughout life, such as table tennis, paddle tennis, shuffleboard, badminton, archery, horse-shoe pitching, box hockey, bait casting, and others. Two hours laboratory.

200, 201, 202—Physical Education for the High Schools. (1, each quarter).

This course includes methods of classifying students into height, weight and age groups, lead-up athletic games, and competition in seasonal sports. Two hours laboratory.

203 a, b, c—Special Exercises. (1, each quarter).

Students who are physically unable to take the regular work will be given exercises recommended by the College physician. Other students may be assigned to these courses by the physical directors for special practice in various sports. Two hours laboratory.

209, 210, 211—Community Recreation. (1, each quarter).

Social activities for adult recreation, including programs for stunt nights, carnivals, hobby fairs, and other community gatherings. Two hours laboratory.

212 a. b. c—Folk Dancing. (1, each quarter).

Fundamental folk and national dances, typifying the various peoples as well as their costumes, will be studied.

214, 215, 216—Self-testing Program for Girls. (1, each quarter).

Imitation walks, stunts, tumbling, pyramid building, will be included, as well as the Athletic Badge Tests for girls, the Brace Motor Ability Tests, and special tests for native ability in certain sports. Two hours laboratory.

300—Scout Leadership. (3).

A general study is made of topics for troop meetings, such as community service, first aid, nature study, handicraft, group singing, hiking, outdoor cooking, trail blazing, games and contests. Two hours lecture; two hours laboratory. Prerequisite: 6 quarters of Physical Education.

302—Playground Methods and Activities. (3). 50c fee.

This is a lecture and laboratory course which provides opportunity to study some of the activities carried on in the Memphis City Parks. A community sports day will be organized and conducted by the class. Two hours lecture; two hours laboratory. Prerequisite: 6 quarters of Physical Education.

305—First Aid. (3).

Instruction in caring for minor injuries, artificial respiration, shock, safety measures, etc., by methods recommended by the Red Cross. Three hours lecture.

315—Coaching of Track and Field.

The objectives of the course are: the teaching of the proper athletic form, a proper conception of times and distances, a training procedure for each track and field event, a study of the natural aptitude of a candidate for certain events, and an emphasis on the importance of proper diet and training rules in the development of a track man.

317—Programs, Pageants and Festivals. (3).

Lectures and demonstrations. This class will assist in working out plans for, and direction of, a May Day program. Two hours lecture; two hours laboratory.

318—Coaching Basketball. (3).

This course includes tests and drills for proper body balance, a study of the anatomy of the individual as it applies to basketball, passing drills, defensive systems, various styles of shooting baskets. Thorough study of rules and their interpretations, etc. Three hours lecture.

319—Coaching Football. (3).

The objectives of the course are: to develop certain fundamental principles; to establish a uniformity of nomenclature of all terms; to present a definite course in the study of football wide enough to afford teachers and players proper conception of the game. Three hours lecture.

320—Coaching Minor Sports. (3).

Mimetic drills in fundamentals. Study of rules in golf putting, volley ball, soccer, speed ball, etc. Two hours lecture; two hours laboratory.

321—Coaching of Baseball and Soft Ball.

The purposes of this course are: to give a student a keener appreciation of the finer points of our national pastime. Emphasis is placed on the rules together with the differences between baseball and soft ball and the resultant effect in the play of each. A detailed study of the proper play of each position. A study of the strategy of each game.

331—Football Clinic. (1).

An intensive course in offensive and defensive football for coaches and prospective coaches. Special emphasis on the "T" formation. Films illustrating the principles covered in lectures. Total hours: twelve in lecture and recitation; six in practice and demonstration.

332—Basket Ball Clinic. (1).

An intensive course for coaches and prospective coaches, covering the latest developments in basket ball. Special emphasis on screening, set-up plays, fast break and slow break offensives, and the defenses for those tactics. Films illustrating the principles covered in lectures. Total hours: twelve in lecture and recitation; six in practice and demonstration.

HOME ECONOMICS

Miss Henderson, Miss Chappell

The Department of Home Economics is designed to provide professional education qualifying for teaching in junior and senior high schools. The field also includes those phases of learning related to personal living, family life, and homemaking. A number of courses are offered which are designed to help students take their places in family and community life more effectively.

Since general chemistry and organic chemistry are prerequisite to certain advanced courses, students planning to major in Home Economics should take Chemistry 111, 112, 113 during the freshman or sophomore year, in order that Organic Chemistry may be taken no later than the junior year.

Electives strongly recommended for Home Economics majors are: microbiology, human physiology, economics, and sociology.

Courses for which no prerequisites are stated are open to any qualified student.

Textiles and Clothing

111—Clothing Selection. (3).

This course is planned to help the student develop standards in selection, purchase, use, and maintenance of the wardrobe from the standpoint of design and materials. No construction of garments. Three hours lecture. Prerequisite: Home Economics 181.

112—Clothing Construction I. (3).

Fundamental principles of garment construction applied to wash materials. Selection and use of commercial patterns. Principles of fitting. One hour lecture; four hours laboratory. Prerequisite: Home Economics 111.

113—Clothing Construction II. (3).

Continuation of 112. Garments of cottons and rayons. Emphasis upon development of standards and judgment in fitting and construction. One hour lecture, four hours laboratory. Prerequisite: Home Economics 112.

311—Advanced Dressmaking. (3).

Problems in construction, fitting, and finishing garments to develop techniques in handling wools and rayons. One hour lecture, four hours laboratory. Prerequisite: Home Economics 112, 113, or equivalents.

312—Textiles. (3).

Study of textile fabrics used in clothing and the household. Characteristics of textile products as determined by fibers and processes. Two hours lecture, two hours laboratory. Prerequisites: Chemistry 100; Home Economics 111.

313—Dressmaking and Design. (3).

Advanced construction. Techniques of handling silks and rayons. Development of individual designs. One hour lecture, four hours laboratory. Prerequisites: Home Economics 112, 113, 311.

421—Children's Clothing. (3).

Selection, design, and construction of clothing for various age groups. Emphasis upon the contributions of suitable clothing to the education and health of the child. One hour lecture, four hours laboratory. Prerequisites: Home Economics 111, 112, 113.

Home Management**171—Introduction to Present Day Living. (3).**

This course is planned to help the student make the proper adjustments in personal and group life during college and afterwards. Topics considered are: choice of vocation, factors essential to successful marriage and family life, and the contribution of Home Economics to general education. Three hours lecture.

This course is open to all students, and is required of all first- or second-quarter students enrolled in other Home Economic courses.

181—Art in Everyday Life. (3).

Fundamental design principles and color theory are presented as a basis for appreciation, good judgment, and good taste in selection and use of clothing and house furnishings. The course is planned to aid the student in making applications to other art problems in everyday life. It is prerequisite to courses in clothing selection and construction and to the course in house furnishing. Three hours lecture.

291—Health of the Family and Home Nursing. (3).

Building health habits; protection against illness and accidents; physical care of the infant; simple procedure in caring for the sick and aged. Two hours lecture; two hours laboratory.

471—Family Relationships. (3).

A continuation of the study of problems introduced in Home Economics 171 with emphasis upon the factors related to the achievement of satisfaction in the family group and the responsibilities of the family to community life. Three hours lecture.

472—Child Development. (3).

The study of the child's social, emotional and mental growth. Emphasis upon the preschool child with reference to his place in the family group. Three hours lecture.

481—House Furnishing. (3).

A brief study of the most common types of domestic architecture and suitable furnishings for use with each. Principles of design and color theory applied to selection and arrangement of the house and its furnishings. One hour lecture; four hours laboratory. Prerequisite: Home Economics 181.

482—Household Equipment. (3).

Selection, placing, use, care, and repair of household equipment for most efficient use of time, energy, and money available. Two hours lecture; two hours laboratory. Prerequisite: Home Economics 481.

483—Home Management and Consumer Education. (3).

Problems of management of money, time, and energy. Study of consumer goods from standpoint of the homemaker as the household buyer. Guides to buying. Three hours lecture. Prerequisites: Home Economics 481, 482.

Foods and Nutrition**241—Elementary Nutrition. (3).**

A study of the nutritive value of food, the factors influencing the body food requirement and the relation of food selection to health. Three hours lecture.

Students desiring credit for nutrition in the Department of Health should register for this course as Health 241.

242—Principles of Food. (3).

A study of the principles underlying the selection, buying, and preparation of foods. An introduction to the planning, preparation, and serving of meals. One hour lecture; four hours laboratory.

243—Meal planning and Service. (3).

Planning, preparation and serving of food for the family. Emphasis is placed on management factors. Meals are planned and prepared on different cost levels. One hour lecture; four hours laboratory. Prerequisite: Home Economics 242.

341—Advanced Meal Planning and Table Service. (3).

Meal preparation, methods of table service for various types of occasions; marketing and the costs of meals. Laboratory work consists of individual and group planning, preparation and service of meals to family size and larger groups. Prerequisite or parallel Chemistry 113. One hour lecture; four hours laboratory. Prerequisites: Home Economics 241, 242, 243.

342—Nutrition I.(3).

A study of the fundamentals of human nutrition and their application to individual and family dietaries. Two hours lecture; two hours laboratory. Prerequisites: Home Economics 241, 242, and 243. Prerequisite or parallel, Chemistry 321.

343—Nutrition II. (3).

Planning dietaries to meet the requirements of the individual at different age levels. An introduction to the study of special diets. Two hours lecture; two hours laboratory. Prerequisite: Home Economics 342. Prerequisite or parallel, Chemistry 322.

Home Economics Education

Methods of Teaching Home Economics. (See Education 400.)

Supervised Teaching in Home Economics. (See Education 406-7-8.)

LANGUAGE AND LITERATURE

Miss Smith, Mr. Oldham, Mr. Evans, Miss Heiskell

Mrs. Heatherly, Mr. McGoldrick*

English

Note: English 111, 112, and 113 are required of all freshmen; English 211, 212, and 213, of all sophomores.

111—English Fundamentals. (3).

Grammar and punctuation are carefully studied in this course, the object of which is to assure mastery of the sentence. Much corrective work will be done. A limited number of compositions will be written. Four book reports are required.

112—Rhetoric and Composition. (3).

The mastery of paragraph structure and the making of outlines for long themes are the objects of this course. The objectives are to be attained through the study of contemporary essays, and through weekly themes and conferences. Four book reports are required.

113—Rhetoric and Composition. (3).

This is a continuation of English 112 with emphasis on the long theme and different types of discourse, and with considerable attention to the methods of studying literature. Weekly themes and conferences and four book reports complete the requirements.

211—English Literature. (3).

A survey of the classics of English literature from the beginning to Wordsworth. Selections are studied in class, and the facts of literary history and biography are duly considered. Reports on outside reading are also required.

212—English Literature. (3).

Continuation of English 211—from Wordsworth to the contemporary period.

213—American Literature. (3).

Designed to acquaint the student with the best of American Literature, the procedure being the same as in English 211.

220—Literature in the Elementary Grades. (3).

Materials and methods in children's literature; an historical survey of literature for children from earliest times to the present, in poetry and prose; critical evaluation of recent children's books; the educational value of literature for the development of wholesome attitudes is emphasized.

*On military leave of absence since June 30, 1943.

221—World Literature—Ancient Period. (3).

Classics from ancient literature, principally Greek and Roman, are studied with a view to discovering permanent elements of culture. English translations are used.

222—World Literature—Medieval and Modern Period. (3).

Classics of various European nations of medieval and modern times are read in translation. Elements of modern culture are pointed out.

223—Biblical Literature. (3).

A study of the place of the Bible in the literature of the world is undertaken. Attention is given to various literary forms, including narrative, historical, biographical, prophetic, dramatic, poetic, and parabolic.

321—Nineteenth Century American Prose. (3).

An intensive study of selected American prose writers of the nineteenth century.

322—Nineteenth Century American Poetry. (3).

An intensive study of the major American poets of the nineteenth century.

323—Southern Literature. (3).

An examination is made of the literature produced in the South and that pertaining specifically to the South. The contributions of Southern literature to American culture are emphasized.

331—Modern Fiction. (3).

The representative works of leading recent and contemporary novelists are read. Schools and tendencies are carefully studied.

332—Modern Poetry. (3).

Much reading is required in the work of recent and contemporary English and American poets. Lectures are given on movements and tendencies.

333—Modern Drama. (3).

Twenty-five modern plays are read and discussed from the standpoint of interpretation and structure.

341—Eighteenth Century English Literature. (3).

The course includes the writings, both poetry and prose, from 1660 to 1780. Some attention is given to historical and philosophical backgrounds of the period.

342—Romantic Poets of the Nineteenth Century. (3).

A careful study is made of the great British poets who flourished between 1798 and 1832. The beginnings of the Romantic movement in the previous century and their continuation in the great poets of the period are noted.

343—The Victorian Poets. (3).

The major British poets (exclusive of Browning and Tennyson) who flourished between 1832 and 1900 are studied.

421—Poetry of Chaucer. (3).

As many of the Canterbury Tales as possible are read and discussed in class.

422—The Poetry of Milton. (3).

A study of the poetry of Milton, with attention to the theological and philosophical backgrounds of Milton's thought.

423—Tennyson and Browning. (3).

An intensive study of selected poems of different types, produced by each poet. Their philosophy and religion are considered, as well as their connection with forerunners and successors.

431—Development of the Drama in England. (3).

The English drama is studied with reference to the various influences to which it was subjected from the beginnings in the *Miracle* and *Morality* plays through the Elizabethan and Jacobean periods.

432—Shakespeare's Tragedies. (3).

The principal tragedies are read, and critical examination is made of five. Attention is given to the principles governing Shakespearian tragedy.

433—Shakespeare's Comedies and Histories. (3).

The best known comedies are included in the course, as well as a few of the history plays.

441—The English Language. (3).

The course involves a study of the sources and development of the English language. Attention is given to phonetics and semantics as well as to philology.

442—Advanced Composition. (3).

A practical course in writing prose. Open only to students who are proficient in the fundamentals of writing.

443—Journalism. (3).

The course includes a study of the basic principles of journalism, an examination of current journalistic practices, and considerable practice in journalistic writing.

Speech

241—Fundamentals of Speech. (3).

This is a course in oral English based on the students' need for speech consciousness. The objective of the course is to give the student a knowledge of the speech mechanism, a training in good vocal quality and the social standards of spoken English. Though it presents the theory, it also emphasizes the practice of good speaking by providing experience in the preparation and delivery of extempore speeches and in oral reading.

242—Fundamentals of Speech. (3).

In this course the student is given much opportunity to put into practice knowledge gained in the preceding course. Attention is given to various types of public speaking.

243—Speech Problems. (3).

The purpose of this course is to acquaint the student with specific problems confronted by the teacher in high school situations and to investigate possible solutions for speech problems.

251—Fundamentals of Dramatics. (3).

The course is an introduction to the study of dramatics, with emphasis on the techniques of stage production. Attention is given to play selection, stage setting, lighting and sound effects, and costuming.

252—Laboratory Dramatics. (3).

In this course the class selects, analyzes, and presents for critical observation plays appropriate for college, high school, and special groups.

253—Dramatic Production. (3).

The purpose of this course is, through the production of plays, to acquaint prospective high-school teachers with the principles of teaching dramatics on the high-school level. At least one play will be presented for critical purposes during the quarter.

French

111, 112, 113—First Year French. (3, each quarter).

Pronunciation, grammar, content reading.

Open to students who have had no French.

211, 212, 213—Second Year French. (3, each quarter).

Vocabulary building, content reading.

311, 312, 313—Survey of French Literature. (3, each quarter).**321—Composition and Conversation. (3).****322—Poetry. (3).****323—The Essay. (3).****411, 412, 413—The Novel. (3, each quarter).****421, 422, 423—The Drama. (3, each quarter).**

Note: Credit in French toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high-school French.

Latin

Latin is taught as a language and literature valuable in itself as a means of the best intellectual and cultural training; as a means of learning English; as the chief source of technical terms used in the sciences and the law; and as the key to general knowledge.

The Johnson Memorial Library, with its several hundred volumes on Roman antiquities and Latin literature, offers splendid advantages to the student preparing to be a Latin teacher. Supplementary work in this library is a part of the required curriculum.

Much pleasure and profitable work are found in the activities of the department through the Latin Club. The several classes in the department take charge of the bi-weekly programs and the annual Latin tournament and banquet.

Latin 100a is open to students who have not previously studied Latin.

Students who have completed one high school unit of Latin may enter Latin 100b, with permission of the instructor.

Courses 100-101-102 are open to students who enter with two units of high-school Latin; or who have successfully completed Latin 100a and 100b, or who have successfully completed 100c.

Courses 110, 304, 404, 408 are given in English and are open to students who have had no Latin.

Students who major in Latin are required to take thirty-six quarter hours of Latin, twenty-seven of which must be in the Latin language, and eighteen hours of which must be chosen from courses numbered 200 and above. A group major may consist of twenty-seven hours in the Latin language and nine in French or Spanish. In this combination, eighteen hours must be from courses in Latin numbered 200 or above.

100a—Elementary Latin. (4). Fall quarter.

Fundamentals of grammar; Latin and English vocabulary; selected readings.

100b—Elementary Latin. (4). Winter quarter.

Grammar; vocabulary and word study; selected readings.

100c—Intermediate Latin. (4). Spring quarter.

Grammar; vocabulary and word study; selected readings from Caesar.

100—Cicero's *Orations Against Catiline*. (3).

The *Orations* are studied and are used as the basis for Latin prose composition.

101—Advanced Latin Grammar and Composition. (3).

This course includes the orderly presentation of the essential facts of the grammar, the translation of connected English into idiomatic Latin, and the study of the style and structure of Latin discourse.

102—Cicero's *Pro Marcello*, *Pro Archia*, *Pro Lege Manilia*. (3).

103—Vergil's *Aeneid*, three books. (3).

110—Greek and Roman Mythology. (3).

Lectures, library assignments, scrap-book work, dramatization. Course given in English. Open to students not taking Latin.

112—Survey course in Roman literature. (3).

This course is based on translations of the Latin classics. It is designed to give the students a knowledge of the history of Latin literature and an understanding of Latin masterpieces in relation to Roman life and European literature.

120—Ovid—Selections from *Metamorphoses*, *Fasti*, *Tristia*. (3).

121—Livy—Parts of Books XXI-XXII. (3).

A study of Livy's style and peculiar treatment of a narrative as a historian.

122—Cicero's Essays. *De Amicitia*. *De Senectute*. (3).

200—Pliny's *Letters*. (3).

201—Plautus' *Captivi*, with a study of Roman comedy, its relation to Greek and to modern comedy. (3).

202—Vergil. Books VI-XXII of *Aeneid*. (3).

203—Advanced Latin Grammar and Composition. (3).

A continuation of Latin 101.

300—Horace's *Odes and Epodes*. (3).

301—Tacitus' *Agricola*. (3).

302—Cicero's *Letters*. (3).

303—Terence's *Phormio*, with attention to Roman manners, and to the structure of Roman comedy. (3).

304—Roman Public and Private Life. (3).

An outline of Roman history in the Later Republic and in the Augustan Age, giving the setting for careers of prominent Romans. The course is designed as a background for all courses in Roman literature, and is open to students who have had no Latin.

400—Catullus, with attention to the development of the Latin lyric. (3).

401—Teaching Caesar. (3).

This is a course for the organization of the vocabulary and syntax of Caesar; the geography and history connected with the Gallic War; a type study of the Battle of Alesia; of the material selected for reading in the second year of high school. In this course the students are required to read widely in the writings of Caesar and to become familiar with his career.

403—Martial's *Epigrams*. (3).

The topics include such points as the meters and variety of poetic form in the epigrams of Martial's satire; the pithy style, and his illustration of life at Rome.

404—Greek and Roman Art. (3).

This course enables Latin teachers to know and make available to students a large body of material in foreign and American museums.

405—Advanced Horace. (3).

Roman life in the time of Horace is studied through his writings and those of his contemporaries. A careful study is made of the *De Arte Poetica*.

408—The Mediterranean World. (3).

This course is a survey of the historical civilization, with special emphasis for Latin teachers.

Spanish

111, 112, 113—First Year Spanish. (3 each quarter).

Pronunciation, grammar, content reading. Open to students who have had no Spanish. Students who have had only one year of high-school Spanish may enter 112 at mid-term.

211, 212, 213—Second Year Spanish. (3 each quarter).

Review and building of grammar and vocabulary, content reading, some conversation. Open to students who have had two years of high-school Spanish or other equivalent of 111-12-13.

311, 312, 313—Survey of Spanish Literature. (3 each quarter).

History of Spanish literature from the 12th Century to the present day; study of the development of poetry, prose, and drama; reading of representative works in the various fields in successive periods. Open to students who have had the equivalent of 211-12-13.

321—Advanced Composition and Conversation. (3).

Developing ability and skill in the use of Spanish in practical, everyday experiences; review of grammar and vocabulary building where necessary. Open to students who have had the equivalent of 211-12-13.

331—Commercial Spanish. (3).

Study of technical terms, vocabulary, and phraseology used in business and commerce with Spanish-speaking countries, such as letters, invoices, papers required by consular regulations, etc. Open to students who have had the equivalent of 211-12-13.

411—Drama of the Siglo de Oro. (3).

16th Century Classical drama.

412—Romantic Poetry and Drama. (3).

The first half of the 19th Century.

413—Modern and Contemporary Drama. (3).

The late 19th and early 20th Centuries.

421—Early Spanish-American Literature. (3).

Writings of the Colonial Period, reflecting pre-Columbian literature; periods of Independence and Romanticism.

422—Spanish-American Drama, Short Story, and Poetry. (3).

423—La Novela Criolla. (3).

The Spanish-American Novel.

431—The Early Spanish Novel. (3).

Development of the novel from the earliest forms through *Don Quijote*.

432—The Realistic Spanish Novel. (3).

The latter half of the 19th Century.

433—Modern and Contemporary Prose Writers. (3).

20th Century novelists, essayists, etc.

Materials and Methods in Teaching Spanish—See Education 400.

Note: Credit in Spanish toward a degree will not be allowed for less than one year's work, unless the student has earned more than two units in high-school Spanish.

MATHEMATICS**Mr. Locke*, Mr. Clark**

Students who major in mathematics are required to take thirty-six quarter hours in mathematics, at least twenty-four of which must be chosen from courses numbered 200 or above. Those planning to major in mathematics should consult the head of the department not later than the beginning of their junior year and preferably earlier.

100—Solid Geometry. (4).

Open only to those who do not offer solid geometry for entrance. Lines and planes; polyhedrons; cylinders and cones; the sphere. Prerequisite: One unit in high school algebra and one unit in plane geometry. Not offered every year.

101—College Algebra. (3).

Review of the fundamental operations; factoring and fractions; exponents and radicals; functions and graphs; equations and systems of equations both linear and quadratic. Prerequisite: At least one unit in high school algebra. Students beginning college mathematics should in general make this their first course.

101a—College Algebra. (3).

Continuation of 101. Progressions; binomial theorem; complex numbers; logarithms; determinants; permutations and combinations, theory of equations. Prerequisite: Mathematics 101 or two units in high school algebra.

102—Trigonometry. (4).

Definitions and analysis of trigonometric functions; identities; solutions of right and oblique triangles; inverse functions, trigonometric equations. Prerequisite: Mathematics 101 or its equivalent and preferably Mathematics 101a.

200—Plane Analytic Geometry. (3).

Cartesian co-ordinates; relation of curve and equation; the straight line; the circle; introduction to conics. Prerequisite: Mathematics 101a and 102 or their equivalent.

201—Plane Analytic Geometry. (3).

Continuation of 200. The conics continued; transformations of co-ordinates; tangents; polar coordinates; parametric equations. Prerequisite: Mathematics 200 or its equivalent.

202—Solid Analytic Geometry. (3).

Cartesian coordinates in space; the plane; the straight line; quadric surfaces. Prerequisite: Mathematics 200 and 201, or their equivalent.

300—Differential Calculus. (3).

Introduction to limits; fundamental differentiations; maxima and minima; applications to geometry; rates. Prerequisite: Mathematics 200 and 201 or their equivalent and preferably 202.

301—Calculus. (3).

Continuation of 300. Partial derivatives; law of the mean; indeterminate forms; infinite series; differentials; forms of integration. Prerequisite: Mathematics 300.

*On military leave of absence since January 1, 1944.

302—Integral Calculus. (3).

Continuation of 301. Form of integration continued; the definite integral; successive integration; applications of integration. Prerequisite: Mathematics 300 and 301.

400—Differential Equations. (3).

Formation of differential equations; equations of the first order; applications; singular solutions; total differential equations; linear equations with constant coefficients. Prerequisite: Mathematics 300, 301, and 302 or their equivalent.

401—Differential Equations. (3).

Continuation of 400. Linear differential equations of second order; equations of higher order; systems of simultaneous equations; integration in series; partial differential equations. Prerequisite: Mathematics 400.

402—Differential Equations. (3).

Continuation of 401. Partial differential equations continued; applications of differential equations. Prerequisite: Mathematics 400 and 401.

THE PHYSICAL SCIENCES

Mr. Hayden, Mr. Moose, Mr. Newport, Mr. Snyder, Miss Greer

Aviation

In recognition of the needs of academic training in the field of aviation, the courses in Aerial Sciences are opened to all college students. The purpose of these courses is to qualify those interested for the various opportunities which will be present in the new air age. The courses will cover the requirements for private license, and provide an academic background for those people who choose to make aviation a vocation, or for those who will make flying a hobby.

110—Aerial Physics. (3).

Units and definitions; scalar and vector quantities; motion; fluids at rest and in motion; work and energy; temperature and heat; transmission of heat; properties of gases; isothermal and adiabatic processes; principles of altimeter, air-speed indicator, directional gyro, and other instruments. Three hours lecture.

111—Aerial Navigation. (3).

Introduction to maps and charts; latitude and longitude; Mercator and Lambert projections; study of altimeter, compasses, and other navigational instruments; pilotage, simulated flight problems, theory of dead reckoning; time, speed, distance in relation to simulated flight problems in dead reckoning. Three hours lecture.

112—Pilot Meteorology. (3).

Meteorological elements; weather maps and meaning of map symbols; lapse rates; pressure gradients; air masses; fronts; weather associated with warm and cold fronts; general and local circulation of the atmosphere; thunderstorm and icing* conditions. Three hours lecture.

Chemistry

100s—Chemistry for Nurses. (6).

The aim of this course is to give sufficient applications of chemistry in health and disease to meet the needs of young women who enter the profession of nursing. The course is divided into three parts. About one half of the quarter is allocated to general chemistry, about one fourth of the quarter to organic chemistry, and one fourth to bio-chemistry. Three hours lecture; six hours laboratory.

111, 112, 113—General Chemistry. (4, each quarter).

A course open to all freshmen. Two sections, one for those who have had high school chemistry and one for those who have not had high school chemistry. Those who have not had high school chemistry attend three lectures a week. The credit is the same for both sections. These courses include a survey of the fundamental laws and principles of chemistry and their integration with other sciences. The last two months' laboratory in Chemistry 113 is elementary qualitative analysis. Two hours lecture; four hours laboratory.

211, 212, 213—Qualitative Analysis. (4, each quarter).

A comprehensive study of metal ions, alloys, ores, and minerals. Technique given from the micro-analysis standpoint. Ample problems are given to emphasize the theoretical background. Prerequisite: General Chemistry, and a working knowledge of logarithms. Two hours lecture; four hours laboratory.

221, 222, 223—Industrial Analytical Chemistry. (4, each quarter).

This course is open to all students who have had General Chemistry or its equivalent. The first part of the course is elementary qualitative analysis, with particular emphasis on metals. The second part deals with quantitative analysis. A comprehensive drill in the techniques of weighing and measuring, and in quantitative procedures, is given. Lectures and laboratory hours are distributed as needed.

321, 322, 323—Organic Chemistry. (4, each quarter).

Lectures are devoted to the more important classes of organic compounds and their relationships. This course emphasizes the use and reactions of many carbon compounds. Prerequisites: Chemistry 111, 112, 113. Two hours lecture; four hours laboratory.

411, 412, 413—Physical Chemistry. (4, each quarter).

Theory and laws with laboratory and many problems to illustrate them. A knowledge of calculus is desirable. Prerequisites: college algebra and a knowledge of logarithms; qualitative analysis; first-year physics. Two hours lecture; four hours laboratory. Not offered every year.

421, 422, 423—Quantitative Analysis. (4, each quarter).

A course in volumetric and gravimetric analysis. Calibration of apparatus and weights first taken up. A thorough drill in solubility product principle, and in oxidation and reduction reactions. Prerequisites: College algebra and qualitative analysis. Two hours lecture; four hours laboratory. Not offered every year.

Physics

211—Mechanics. (4).

Discussion of the fundamental laws of mechanics. The applications of these laws are stressed in numerous problems and experiments. It is strongly recommended that college algebra and trigonometry be taken previously. Three hours lecture; two hours laboratory.

212—Magnetism and Electricity. (4).

Discussion of the fundamental laws and theories of magnetism, electrostatics, and current electricity. Problems and experiments to demonstrate these laws. Three hours lecture; two hours laboratory.

213—Heat, Sound, and Light. (4).

Theories as to the nature of heat, sound, and light. Laws and principles of heat, sound, and light, with problems and experiments to demonstrate these laws and principles. Three hours lecture; two hours laboratory.

321—Advanced Mechanics. (4).

Fundamental principles of statics, kinematics, and dynamics. These principles are illustrated by numerous problems and experiments. Applications to the field of engineering are strongly stressed. Three hours lecture; two hours laboratory. Prerequisite: Physics 211. Corequisite: Calculus.

322—Advanced Magnetism and Electricity. (4).

Basic principles and construction of direct current and alternating current generators and motors. The transmission of electrical power. Communication by telephone and radio. A study of the construction, principles and uses of X-ray tubes and photoelectric cells. Three hours lecture; two hours laboratory. Prerequisites: Physics 212 and Physics 311. Corequisite: Calculus.

323—Advanced Heat and Light. (4).

Modern theories of heat and light. Discussion of thermodynamics, meteorology, heat engines; reflection, refraction, diffraction, lighting. The practical application of these subjects and the principles therein to the field of engineering. Three hours lecture; two hours laboratory. Prerequisites: Physics 213 and 311. Corequisite: Calculus.

THE SOCIAL SCIENCES

**Mr. Johnson*, Mr. Osborn, Mr. Steere, Mr. Brown,
Mr. Mitchell, Mr. Snyder**

Economics

211—Principles of Economics. (3).

This course introduces the student to certain established principles in the field of economics. It is designed to cover extensively the major aspects in production, distribution or marketing, and finance. In addition, a study is made of the causes of business fluctuations, pricing methods, and international trade.

212—Applied Economics. (3).

This course is based on the principles of economics, and an attempt is made to see how these principles work in actual practice. It also includes an impartial study of different comprehensive economic systems, such as liberalism, communism, and others.

213—Applied Economics. (3).

This course deals with the economic aspects of different forms of government financing, control of the business cycle, monopolistic practices, and other classical and current economic problems.

341—Marketing. (3). (See Commerce 341.)**412—Money and Banking. (3). (See Commerce 412).****413—Public Finance. (3). (See Commerce 413.)**

*On military leave of absence since July 19, 1942.

Geography

121—Introductory Geography: Human Adjustments to Environmental Factors. (3).

The first three courses in geography constitute a one-year sequence for students majoring in the subject as well as those majoring in other fields. Their scope embraces a descriptive and analytical survey of man's occupancy and use of the earth, particularly his leading activities and basic interrelations as they concern the various phenomena of the natural environment. Lectures will be supplemented by field trips, laboratory assignments, and lantern slides.

Topics for study in the first course: A survey of the factors of our natural environment. Man's relation to the thirteen types of climate, to vegetation belts, to land forms, to soils, and to the hydrographic factors.

122—Introductory Geography: Economic Activities. (3).

A study of world patterns embracing the thirteen agricultural regions, the six fishing regions, and the forest regions of the world. Prerequisite: Geography 121.

123—Introductory Geography: Economic and Commercial Activities. (3).

The first part of the course deals with two more types of world patterns, namely, mining and manufacturing regions of the world. The second part deals with the trade regions, trade routes, and trade centers of the world. Prerequisites: Geography 121 and 122.

221—Physiography. (4).

A course of practical value to teachers of geography and other related sciences, consisting of a study of the land forms, their changes, and their relation to man.

Topics for study: Physiographic regions of the United States; relief features of the earth; changes of the earth's surface due to internal and external forces; life in mountains and plains; coast lines and harbors; materials of the earth and their influence on the distribution of population. Prerequisite: One year of college geography.

222—Climate and Man. (4).

A course dealing with climate and climate factors and the relation of man to each.

Topics for study: Nature and composition of the atmosphere; temperature and temperature belts; high and low pressure belts; world winds and their causes; amount, distribution, and causes of rainfall; weather forecasting; life in the different heat zones and the density of population in each; effects of same on vegetation; waves, currents, and tides. Prerequisite: One year of college geography.

223—South America. (3).

A study of the economic regions of the continent with special emphasis on Argentina, Brazil, and Chile. Trade relations will also be stressed.

Topics for study: Historical background and discovery, natural geographic regions, climatic conditions, development of the people; economic products by political divisions. Prerequisite: One year of college geography.

315—Conservation of Natural Resources. (3).

Current problems dealing with the conservation of soils, minerals, forests, waters, wild life, and the natural beauty of the earth.

316—The South. (3).

A study of the geographic-economic aspects of the South with special emphasis on the relation of the various cultural phenomena to the complex of the natural environment.

Topics for study: The population pattern, transportation facilities, agriculture, basic raw materials, power resources, manufacturing, and urbanization in the South. Prerequisites: Geography 221 and 222 or equivalents.

321—Tennessee. (3).

A classification of Tennessee into human-use regions by statistical method, and a descriptive and explanatory survey of land utilization in each region. Prerequisites: Geography 221 or 222 or equivalents.

322—Anglo-America. (4).

A study of the leading activities in each of the major geographic regions of the United States, Canada, and Alaska, covered from the point of view of the natural environmental complex. Inter-relations among regions will be stressed. †Prerequisites: Geography 221 and 222 or equivalents.

323—Historical Geography of the United States. (3).

A study dealing with the geography of North America during certain selected phases of its development by the white man.

Topics for study: European background of American settlement; geographic aspects in the discovery, exploration, and colonization; the expansion of the American people across the continent, in the Pacific, and in the Gulf and Caribbean region; geographic aspects of coast lines and inland waterways; the part geography played in the Civil War; and geographic laws and their relation to cities and American destiny. Prerequisites: Geography 221 and 222 or equivalents.

415—Field Work and Cartography. (3).

A course dealing with the observation, recognition, representations and analysis of geographic phenomena both cultural and natural. This course is required of all students majoring in the department. Prerequisites: Geography 221 and 222 or equivalents.

421—Western Europe. (3).

A course dealing with the relationships between the people of a particular region and their natural environment, the interrelations among unit areas; and the geographic aspects of European participation in world affairs.

Topics for study: A brief survey of the continent. England; northeastern metallurgical area, northwest industrial area, Sheffield and Birmingham areas, the woolen and cotton districts, agricultural England, greater London. The central valley of Scotland, southern Wales, and Ireland. France: Paris and the Paris Basin, the Vosges, Alsace-Lorraine, the Rhone-Saone valley, the Mediterranean region, the basin of Aquitaine, the central plateau, and the Armorican peninsula. †Prerequisites: Geography 221 and 222 or equivalents.

422—Central and Eastern Europe. (3).

This course is a continuation of Geography 421.

Topics for study: Belgium, Holland, Denmark, Scandinavia, and Finland. Germany: North German plain, central highlands, middle Rhine plain, Main and Neckar area, Black Forest and Bavaria, Russia, new Baltic states, Poland, Rumania, Carpathian lands, middle Danube plain, the Alpine region. The Balkan, Italian, and Iberian peninsulas.

423—Asia. (3).

A rather detailed study of the geographic regions of India, China, and Japan, and a brief survey of the other regions of the continent.

Emphasis is placed on the cultural and natural features which in association characterize each region, comparison of regions and the utilization of land and resources of each, and personal achievements in regional technique. Prerequisites: Geography 221 and 222 or equivalents.

History**111—European Civilization to 1270. (3).**

Beginning with early man, his tools and handicrafts, this course deals with the early Mediterranean world. The Greek City States, the rise, expansion and decline of Roman culture, the origin and expansion of the Christian Church, the barbaric invasions, the Byzantine Empire, Mohammed and the spread of Mohammedanism, feudalism and the founding of feudalistic kingdoms, struggles between the Empire and the Papacy, the growth of monarchies, and the Crusades are all surveyed.

112—European Civilization 1270-1789. (3).

With the later Middle Ages and the Renaissance this course begins. It treats the Hundred Years War, the Reformation, Catholic Counter-Reformation, the growth of states into the modern era, the decline of Spain and the Hapsburgs, the growth of England and France, the emergence of Russia and Prussia, the economic and intellectual revolutions, and the struggles for colonies.

113—European Civilization 1789-1939. (3).

This course begins with the French Revolution and Napoleon. It continues with the growth of nationalism and liberalism throughout the 19th century. The new industrialism, revived imperialism, World War I, the Peace Settlement, the rise of conflicting ideologies, and the background of World War II are surveyed.

211—United States to 1800. (3).

This course is the first of a series of three which present a survey of United States history from the period of discovery to the present. Following a brief survey of European conditions at the time of Columbus, attention is given to the exploration and settlement of North America. Colonial development, political, economic, and social, will be stressed. Major attention is given to the expulsion of the French, the British colonial policy, the American Revolution, the formation of the Articles of Confederation and the Constitution, and the launching of the new government. This course ends with the election of Jefferson.

†These prerequisites may be waived for a student majoring in history and taking only a second minor in geography.

212—United States from 1800 to 1868. (3).

A continuation of History 211. A survey of the War of 1812 and its background is followed with a study of the period of nationalism, the rise of Jacksonian democracy, sectional conflict, and the Civil War and reconstruction.

213—United States from 1868 to the Present. (3).

A continuation of History 212. Special attention is given such topics as the tariff, the greenback and silver questions, agrarian discontent, rise of big business, and government efforts to control business and commerce. The wars and their background are briefly surveyed and the liberal movements including the New Deal will be discussed.

305—American Foreign Policy to 1865. (3).

A course designed to present the foreign policy of the United States beginning with the first American alliance with France in 1778 and including a diplomatic treatment of the part played by commercialism, expansion, and sectionalism in the shaping of the American foreign policy through the post-bellum diplomacy of 1865.

Topics: The French alliance, the Peace of Paris, the rise of American commerce, old world commercial restrictions, the struggle for neutral rights in 1812, the Monroe Doctrine, Jackson's foreign policy, expansion into Oregon and Texas, the diplomacy of the Mexican War, the opening of China and Japan, diplomacy of the Civil War including the French occupation of Mexico and Seward's post bellum diplomacy. Prerequisites: History 211, 212, 213.

306—American Foreign Policy Since 1865. (3).

A continuation of History 305 dealing with the following topics: The settlement of the "Alabama" claims; fisheries, the seal trade, and the Alaskan boundary; expansion in the Caribbean and Pacific including the reassertion of the Monroe Doctrine, the war with Spain, the Panama Canal, and politics in the Pacific; intervention in Europe including American failure at neutrality; Wilson and the World War, America and the League of Nations; Pan Americanism, the Washington Conference and Disarmament, the Sino-Japanese conflict, war debts and reparations; and the breakdown of American isolation. Prerequisites: History 211, 212, 213.

307—The Ancient Empires and Greece. (3).

The civilization of the ancient Near East. Rise of the Greek City States. The Persian Wars. The culture of Hellas. The Macedonian Empire and Alexander the Great. Hellenistic civilization.

308—Rome and the West. (3).

The western Mediterranean World and the Roman conquest of Italy. The rise and extinction of the Roman Republic. The Roman Empire, its decline and survival.

311—The French Revolution and Napoleon, 1789-1815. (3).

The Old Regime in France and underlying causes of the Revolution. The French Revolution, the Era of Napoleon and the Congress of Vienna.

312—European History, 1815 to Background of World War I. (3).

Europe under the Metternich System. The revolutionary period and the struggle for democracy and nationalism in Italy and Germany culminating in the unification of Italy and the emergence of the German

Empire, England, France, Germany, Austria, Russia, and the small states of Europe during the nineteenth century. The Near East. The dismemberment of the Ottoman Empire. Economic and social developments of the period.

313—European History, Background of World War I to the Present. (3).

The rise of modern economic imperialism and the growth of international rivalry that led to World War I. World War I, the Peace Conference, the League of Nations, the search for security and disarmament. Problems of post-war England and France. The rise of dictatorships in Russia, Germany, and Italy. Present day events in Europe.

321—Tennessee Prior to 1865.

The early development of the Old Southwest is briefly surveyed. The political, economic, and social development of Tennessee from 1706 to 1865 is emphasized. Such topics as public lands, the Indian question, internal improvements, educational developments, the Constitutional Convention of 1834, the slavery controversy, secession, the War Between the States, and Tennessee's contribution to national life are stressed. Prerequisites: History 211, 212, 213.

322—Tennessee From 1865 to the Present. (3).

Tennessee during Reconstruction, the Constitution of 1870, the further development of education, the development of natural resources, the expansion of the functions of government, and the development of the Tennessee Valley Authority are emphasized. The social, economic, and cultural development of the state is stressed. The further contribution of Tennessee to the national life is studied. Prerequisites: History 211, 212, 213, 321.

409—Origins of World War I. (3).

An investigation into the causes of, and the responsibility for, the first World War. The diplomatic relations between the great powers are studied in detail for the period 1870-1914. Special attention is given to the formation and development of the Triple Alliance and the Triple Entente. Stress is also placed upon the diplomacy of the development of sea power, territorial expansion, and the problem of minorities. Prerequisite: History 312.

411—The Colonial Period. (3).

An intensive study of the Old World background of American history, followed by a detailed study of the settlement and development of each individual English colony. Much attention is given economic and social life—population and labor, agriculture and land tenure, industry, trade and transportation, imperial supervision, the colonial church and religion, manners and customs. Prerequisites: History 211, 212, 213.

412—Constitutional and Early American History. (3).

An intensive study of the forces, persons, and ideals involved in the drafting, ratification and establishment of the Constitution. The Nature of the Union and the early crises through which the Union passed until the triumph of the broad interpretation of the Constitution after the War of 1812 are treated adequately. Term papers are required. Prerequisites: History 211, 212, 213.

413—The Middle Period of American History. (3).

A detailed study of Nullification, the Bank struggle, the tariff, public land policies, internal improvements, the slavery issue, and secession, with their relation to political parties and the Constitution,

are given. Each student is required to prepare a research paper on some phase of these important topics. Prerequisites: History 211, 212, 213.

421—History of the Old South. (3).

The colonial and ante-bellum South with its leading personalities and its contributions to the organization and development of the Union are surveyed. The economic and social patterns which helped create the Southern civilization are emphasized. A term paper is required. Prerequisites: History 211, 212, 213.

422—History of the New South. (3).

The devastated and chaotic conditions in the South of 1865 and the overthrow of military and political reconstruction are studied. The Agrarian problem, the race issue, and industrialization—as well as politics, social customs, and literary achievements—are emphasized. Each student is required to write a term paper. Prerequisites: History 211, 212, 213.

431—Great Americans Prior to 1860. (3).

A library and lecture course. Each student must make a comprehensive and critical study of an outstanding American of this period and make a full report to the class, and must defend his paper before the class. The course is intended to give an intensive study of American history from the biographical viewpoint. It is further intended to teach elementary research procedures. The course is open to juniors and seniors.

432—Great Americans Since 1860. (3).

A companion course to 431.

Political Science

221—National Government. (3).

A survey of the United States government under the Articles of Confederation followed by a rather intensive study of the government under the Constitution. The organization and functions of the departments of the government are stressed. Some attention is also given to such topics as citizenship, suffrage, and elections.

222—State and Local Government. (3).

A study of state, county, and city government in the United States, with special reference to Tennessee. State constitutions and governmental structure are given detailed examination. Modern trends in both state and local government are stressed. Special emphasis is placed upon problems of Tennessee government.

223—Political Parties. (3).

After a rapid survey of the development and contributions of American political parties, an intensive study is made of such topics as party organization, nomination methods, campaign methods, ballots and voting, and party machines and political bosses. Prerequisites: History 211, 212, 213. History 213 may be taken concurrently.

Sociology**211—Principles of Sociology. (3).**

A study of the effect of environment on society; social problems growing out of group organizations; social conflicts and their causes; the evolution of folkways, customs and mores and their effect on social behavior. Prerequisite: One quarter of general psychology.

212—Rural Sociology. (3).

Origins and development of rural society; economic and social phases of rural society in relation to the rural family; school, church, and community; problems of rural health and recreation.

311—Social Control. (3).

The principal forms and methods of social control, including an analysis of the behavior patterns imposed by noninstitutional controls, institutions, individuals, groups, and collective behavior. Prerequisite: Sociology 211.

312—Social Psychology. (3).

A study of social influences on human behavior; how cultural determination of values affects behavior; the psychology of various fundamental social values in their relation to development of human nature. Prerequisite: One quarter of general psychology.

313—The Family. (3).

Origin and ethnology of the family reviewed; background of the modern American family; the normal family; social change and the family; the social pathology of the family; marriage problems; the problem of quality; family reorganization and the future of the family system. Prerequisites: Sociology 211 and either Sociology 311 or Sociology 312.

314—Criminology. (3).

The nature, types and distribution of crime; causes of criminal behavior; the machinery of justice; types of treatment; recidivism; rehabilitation of criminals; crime prevention programs. Prerequisites: Sociology 211 or 312.

HONOR ROLL FOR SPRING QUARTER, 1944-45

Student	Honor Points	Student	Honor Points
Marks, Daniel R. B.....	185	Riggin, Margaret.....	150
Moxley, Eloise.....	185	Nehls, James Warwick.....	140
Epting, Carrie Jean.....	165	St. John, Willard Monroe, Jr. 140	
Paul, Jeanne.....	165	Brakefield, Virginia Louise 130	
Evans, Eleanor Jean.....	160	Ingram, Mary Lou.....	130
Brown, Richard Noel.....	150		

HONOR ROLL, FALL QUARTER, 1944-45

Childers, Betty Louise.....	170	Ogilvie, Susan Akin.....	130
Brown, Richard Noel.....	165	Van Dyke, Willie Ann.....	130
Epting, Carrie Jean.....	155	Rosenberg, Frieda.....	125
Ingram, Mary Lou.....	150	Slinkard, Doris Ray.....	125
McNeill, Catherine Evelyn.....	150	Hurst, Alma Evelyn.....	120
Cooley, Shirley Lucille.....	145	Paul, Jeanne.....	120
Shapiro, Herbert.....	140	Taylor, Pauline Church.....	120
Avery, Nell Ezell.....	135	Arms, Jewell Deane.....	115
Evans, Eleanor Jean.....	135	Harding, Evora Claudine.....	115
Goode, Emma Jean.....	135	Marble, Marcus Marion.....	115
Moxley, Eloise.....	135	Marr, Dorothy.....	110
Riggin, Margaret Anne.....	135	Scott, Mary Elizabeth.....	110
Suddath, Juanita Poston.....	135	Walker, Irene Daphne.....	110

HONOR ROLL, WINTER QUARTER, 1944-45

Childers, Betty Louise.....	170	Rosenberg, Frieda.....	145
Taylor, Pauline Church.....	170	Arms, Jewell Deane.....	135
Brotherton, Sophia Clark.....	165	Grodsky, Pauline.....	135
Cooley, Shirley Lucille.....	165	Limbert, Mary.....	135
McNeill, Catherine.....	160	Person, Dorothy Deen.....	135
Lane, Mrs. Carrie Morgan.....	155	Piercey, Rose Anne.....	135
Avery, Nell Ezell.....	150	Riggin, Margaret Anne.....	135
Evans, Eleanor Jean.....	150	Ballentine, Mrs. Emily.....	125
Goode, George Edgar.....	150	Marr, Dorothy.....	125
Paul, Jeanne.....	150	Osborn, Elizabeth Louise.....	125
Moxley, Eloise.....	145		

GRADUATES, JUNE, 1944

Joy Lea Barbour
Charline Casey
Millard Perkins Creasy
Frances Louise Hinant
Catherine Holden
Frances Janice Johnson
Charles P. Kidd

Isabel Toomey Reed
Patricia McElravy Reeves
Evelyn Russle Smiley
Deloris Maxine Tompkins
Albert Duggin Tucker
Mildred LaVerne Willis

GRADUATES, AUGUST, 1944

Essie L. Anderson
Mary Louise Beaty
Ellen Marr Truax Buck
Thomas Floyd Cade, Jr.
Helen E. Campbell
Mary Norine Calvery Carpenter
Irma Ileen Greer

Maude Anderson Griffin
Mary Ann Holliday
Lois Frances Jones
Daniel Rayford Bolian Marks
Wilma Jean Penland
Willard Monroe St. John, Jr.
Martha Ruth Suggs

WINNER OF THE WOMEN'S ASSOCIATION AWARD, 1944

Irma Ileen Greer

INSTRUCTIONS TO APPLICANTS FOR ADMISSION

- 1—If you are entering college for the first time, request your high school principal to mail an official transcript of your credits to the Registrar's Office, Memphis State College, Memphis 11, Tennessee. If you are transferring from another college, request the registrar to mail an official transcript of your credits to the Registrar of Memphis State College. This request should be made at the same time that your application for admission is mailed in, and **at least thirty days before the date you expect to enter.** Upon receipt of your application and the proper credentials from the last school or college you attended, the Registrar will mail you a notice telling whether you have been accepted for admittance to Memphis State College. He cannot notify you of your acceptance until he has received proper credentials.
- 2—If possible, make an appointment to see the Registrar or the Dean several weeks before you plan to enter. In this conference, you should outline your general plans for college work, in order that you may be advised concerning the most effective way of taking care of your needs and meeting the curricular requirements of the College.
- 3—If you plan to live in one of the dormitories, make your room reservation at the time you apply for entrance.
- 4—Become familiar with the College Catalogue, especially with the requirements of the curriculum you plan to follow and with the course offerings in the departments in which you will major and minor. Students are expected to hold themselves responsible for all information published in the Catalogue on such subjects as registration for and dropping of courses, class attendance, discipline, and student activities.
- 5—As soon as possible after enrolling, make the acquaintance of the head of one of the departments in which you are most interested, and ask that person to advise with you from time to time about your choice of courses to be taken, as well as about other matters affecting your life as a student.
- 6—No later than the beginning of your junior year, make an official declaration of your choice of major and minors, in order that your major and minor professors and the Dean may advise with you on the proper completion of your program of studies.

APPLICATION FOR ADMISSION

to

Memphis State College

I hereby apply for admission to Memphis State College.

I was (or will be) graduated from

..... High School

of on, 194.....,
(Address)

with units.

In addition, I have completed quarter hours
of college work in College
and am entitled to honorable dismissal from all colleges
attended.

I wish to reserve a room in the men's....., women's.....,
dormitory for the quarter beginning,

194..... I am enclosing three dollars room reservation fee,
which is to be applied to the rental of a room.

I expect to enter on, 194.....

I was born on at
(Month Day Year)

.....
(Town or County) (State)

.....
(Signature)

Address.....

Date.....

(Applicant should read page 75 for full instructions re-
garding application for admission.)

